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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



Dr. Francis J. Braceland, '26

The New Psychiatry

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PHOTO CREDITS: 7—Joseph Crilly; 13—Kevin Nolan, '67; 21—Lawrence Kanevsky; 22—Ralph Howard; covers and all others by Charles F. Sibre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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ew Psychiatry

TEXT BY RALPH W. HOWARD, '60

PHOTOGRAPHED BY CHARLES F. SIBRE



Dr. Francis J. Braceland, '26, at the Institute of Living. For 35 years a distinguished figure in psychiatry.

The New Psychiatry —continued

Often frightening, always puzzling, human beings.

"USUALLY A RESTLESS or troublesome patient placed in the violent ward was assaulted the very first day. This procedure seemed to be a part of the established code of dishonor. The attendants imagined that the best way to gain control of a patient was to cow him from the first. In fact, these fellows—nearly all of them ignorant and untrained—seemed to believe that 'violent cases' could not be handled any other way."

Thus, the late Clifford W. Beers described his experiences as a patient in a mental hospital in his 1908 classic, *A Mind That Found Itself*. In shocked disbelief, Americans learned of "treatment" for emotional and mental disorders amounting to brutality, pure and simple.

"One attendant," Beers wrote, "on the very day he had been discharged for choking a patient into an insensibility so profound that it had been necessary to call a physician to restore him, said to me, 'They are getting pretty damned strict these days, discharging a man simply for *choking* a patient.' This illustrates the attitude of many attendants."

Life in a mental hospital never was and never will be an entirely pleasant experience. But a new epoch in the treatment of mental and emotional sickness has elevated and standardized the practices in institutions which, until long after the turn of this century, were often managed at the whim (if not open malice) of the "physicians" in charge.

Francis J. Braceland, M.D., '26, a distinguished figure in American psychiatry for 35 years, for the past fourteen years has headed a mental hospital that has been a pioneer in the new era—the Institute of Living in Hartford, Conn.

The largest and one of the oldest private mental hospitals in America, the Institute was conceived and founded in 1822 by Eli Todd, a New England physician, who is said to have introduced a humanitarian attitude toward mental patients in this country.

In other words, prior to Todd—and in some places, unfortunately, for too long thereafter—society considered mentally and emotionally disturbed persons as nuisances who were often frightening, always puzzling, and therefore 'disposable' human beings.

If this is reminiscent of the ancients placing lame children near a cliff to die, the analogy would seem to benefit the ancients: an England so exquisitely civilized to produce a Shakespeare let mental patients rot in cells little better than prisons (the term "bedlam" stems from the London Hospital St. Mary's of Bethlehem).

Indeed, fifty years ago, one would have been seriously questioned for using the expression "mental hospital" even here in America. A "madhouse," the best understood term until 1900, was just that—a house for the mad—and noth-

ing more. An "asylum," popular usage earlier in this century, is literally a sanctuary, but it was not always clear who needed the protection. It has taken Western man several thousand years to reflect in his terminology, namely "hospital" and "sanatorium," that mental illness is, indeed, a sickness that can be treated.

Glittering exceptions, of course, have appeared over the ages—ancient Hindu healers Susruta and Charaka; the Greek Hippocrates, who it is said "fostered the beginnings of medical psychology"; Celsus and Aretaeus, the Romans; Johannes Actuarius and Bartholomaeus in the Middle Ages, when a "demonological blanket clouded mental disorders"; Paracelsus and Weyer during the Renaissance; Mesmer, who is remembered for his 18th century experiments in trance states, and Benjamin Rush and Philippe Pinel, pioneers in America and France, respectively. But they are remembered as *exceptions*.

As psychiatrist-in-chief of the Institute of Living, Dr. Braceland directs the efforts of some 700 employees, among them 58 professional psychiatrists, who administer the needs of a maximum 400 resident patients. There is a waiting list for admittance.

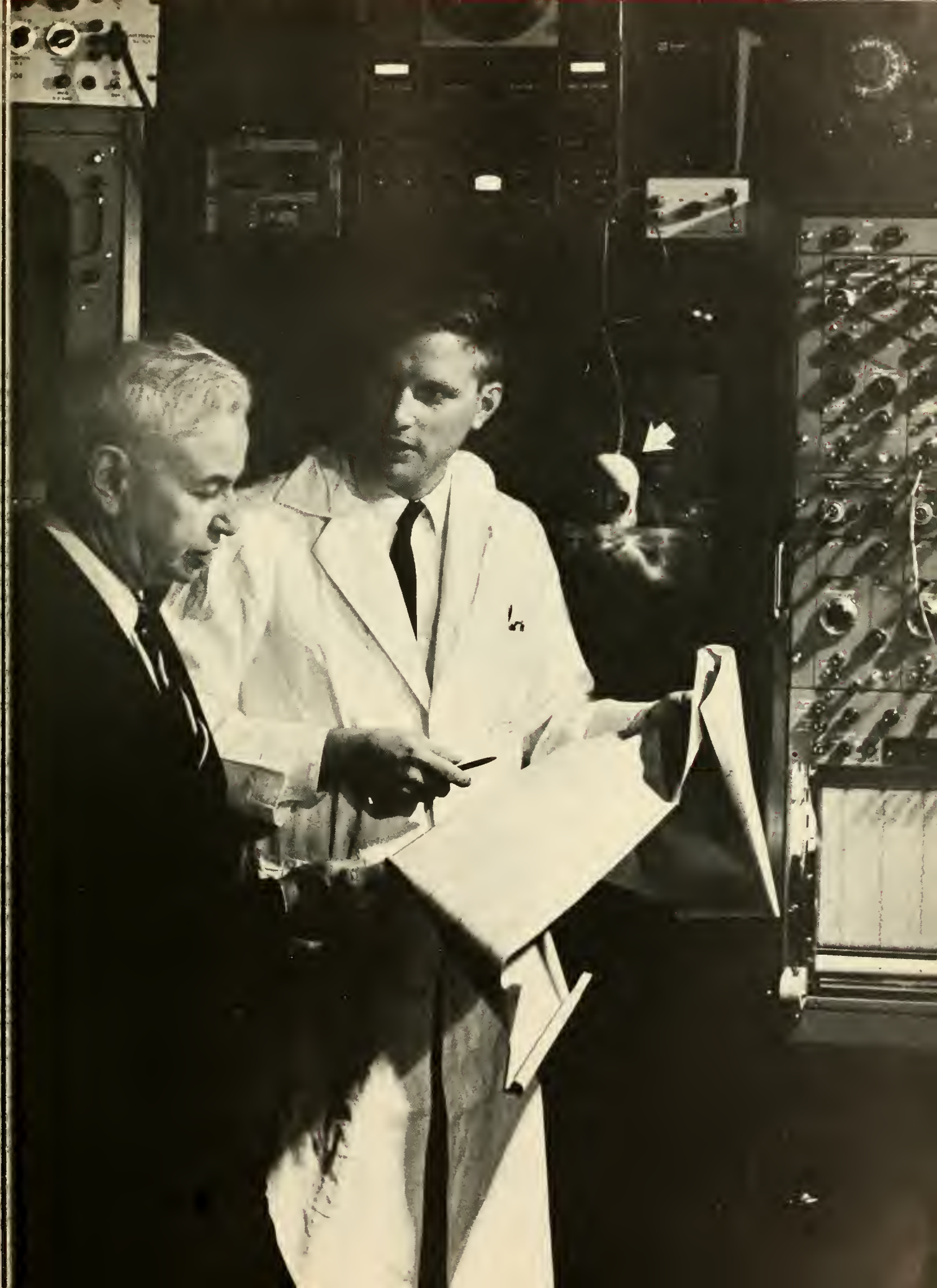
The 35-acre hospital, which is mentioned in the works of Dickens and Whittier, is a non-profit organization governed by a 25-member board of trustees. Architecturally, the spacious grounds in the center of downtown Hartford are a combination of the old and dignified adjacent to modern simplicity.

The Institute has pioneered in the field of out-patient psychiatric clinics—it now has two, one for children and a second for adults—and a "day hospital," where treatment, counseling and therapy are available during the day, with a return to the home evenings and weekends.

Admittedly, the Institute is not an *average* mental hospital. Its fees, precisely because treatment is on the highest professional level, are above average, but medical costs are included and no one is ever refused treatment due to lack of funds. It has, quite naturally, attracted patients from high income levels, which, in turn, has led to gifts that Dr. Braceland says account for some \$100,000 of the hospital's \$6 million annual budget.

Gifts also make possible two equally important functions of the Institute, teaching and research. Nursing and psychiatric residencies are fostered by the Institute and extensive research is carried on in the Burlingame Research Building.

Among the variety of research projects now in progress involves an exhaustive studies of the mental processes of monkeys like Speedy, whose brain patterns are being



'Freud was a great man, a really moral man.'

studied by Dr. C. F. Stroebel, director of psychophysiology. Speedy has not only 'learned' how many taps of a lever will provide a pellet of food, but his *anticipation* of the reward is observable on laboratory instruments.

"The high cost of psychiatric care," Dr. Braceland asserts, "is caused by the length of time required for treatment, but this is being rapidly shortened by the use of new drugs and the education of the public. Both have made possible earlier treatment than ever before."

The Institute, known as the Hartford Retreat from its founding until 1942 (when it became "unfashionable to think of 'retreating' from life," Dr. Braceland points out), has sheltered and treated many internationally prominent persons, from statesmen to film stars.

"There is no hierarchy of respectability in illness," Dr. Braceland asserts. "It is just as respectable to have an emotional illness as typhoid fever."

Dr. Braceland begins his day with a staff meeting at 8:05 each morning when patients' problems are discussed. A second staff meeting is held at 5 P.M. and once each week joint meetings of patients and staff members are held.

A visitor touring the grounds with Dr. Braceland is unavoidably impressed by the "first name" greeting he has for every patient and the cheerful, affectionate response by the latter.

At a recent joint conference, which is entirely conducted by the patients and resembles a town meeting, Dr. Braceland was the "guest speaker" for the morning. After a staccato of announcements by various group representatives ("there will be a table tennis tournament tomorrow afternoon" or "the theatre club will rehearse this evening"), Dr. Braceland told some 200 patients about the need for emotional growth.

"We've all been told about the necessity for physical and intellectual growth," he said, "but it's not likely you've ever heard about the need to mature emotionally. It is equally important."

He then described various stages of emotional growth from infancy to maturity, frequently stopping to give cogent examples of how many times adult behavior is identical to that expected of earlier years in physical growth (one analogy included a three year old refusing to eat and an equally rebellious rejected women's club officer).

Dr. Braceland, who this summer assumes a new post at the Institute and will become editor of the *American Journal of Psychiatry*, may be La Salle's most profusely honored alumnus. In addition to a host of honorary degrees, he is presently vice president of the World Psychia-

tric Association, a past president of the American Psychiatric Association and he followed President Kennedy as a recipient of Notre Dame's Laetare Medal in 1962, the oldest Catholic award to laymen in the U.S.

Father Theodore M. Hesburg, C.S.C., Notre Dame president, said Dr. Braceland "symbolizes the concern of psychiatry and the Church for those troubled in mind and spirit."

He is without question the man most honored by La Salle: no other man has received both an honorary degree (1962) and the alumni association's Signum Fidei Medal (1955). He gave the commencement address in 1962 and was the toastmaster at the centennial dinner in 1963.

It is unlikely that any other undergraduate college can boast two past presidents of the American Psychiatric Association—the late Edward A. Strecker, M.D., '07, was also an A.P.A. leader in the '30s and distinguished in the field until his death in 1959. They were associates at the University of Pennsylvania in 1941.

A native Philadelphian, Dr. Braceland is also a graduate of La Salle High School, where he distinguished himself in debating and athletics—for many years he held the Catholic League record in the 100 yard dash and while in college was high school track coach. He was also a semi-professional baseball player and even had an abortive career as a boxer.

After graduation by La Salle in 1926—in which he may be accurately stated as "in a class by himself," since he was the *sole* member of the class, Dr. Braceland earned his M.D. degree from Jefferson Medical College in 1930. At his 35th reunion this June, he will receive an honorary degree at Jefferson's commencement exercise.

He completed his chief residency at Jefferson Medical College and decided to specialize in psychiatry. After brief tenures as assistant professor of psychiatry at the University of Pennsylvania Graduate School of Medicine and associate professor at Women's Medical College, he was appointed dean of the medical school and professor of psychiatry at Loyola University in Chicago.

Today a retired rear admiral, as a Navy Captain during World War Two he served as Chief of Psychiatry and Special Assistant to the Navy's Surgeon General.

After the war, the Mayo Clinic sought Dr. Braceland's help to establish a psychiatry section at the famed health center. He remained at the Clinic for five years and was professor of psychiatry at the University of Minnesota.

Since becoming psychiatrist-in-chief at the Institute in 1951, he has also served as clinical professor of psychiatry



at Yale University and lecturer at Harvard. His new position this summer will be as Director of Planning and Development and Senior Staff Consultant. He also plans to write a history of the hospital.

Much of his time is devoted to public lectures and talks to mental health groups, colleges, universities and hospitals. He receives three or four such invitations daily. The Institute's annual public lectures not only attract crowds of some 3,000 persons, but are reported in lengthy texts by the *Hartford Courant* and published in book form by the Connecticut Mutual Life Insurance Company.

Dr. Braceland is not a fundamentalist Freudian, but he disdains those who have placed "The Father of Modern Psychiatry" in disrepute merely because he spoke of sexual problems underlying some mental and emotional disorders.

"Freud was a great man, a really moral man," he contended. "It was he who really discovered the concept of the unconscious. Many clergymen think this is deterministic, but all the while Freud was insisting people *are* responsible for their acts!

"There are men in my profession who *are* destructive of religion," he added, "but this is certainly not a tenet of our profession and some clergymen are also psychiatrists."

He also derides the notion that psychiatry dictates permissive behavior, particularly in children: "Our discipline does not teach permissiveness. Children must have

something to hang onto and limits must be set. But parents must not rule with an iron hand."

Dr. Braceland is pleased by the progress of psychiatry over the past few decades and hopeful for its future. But he cautions his colleagues about one possible result of success:

"If psychiatry is to take its proper place in the science of man," he warns, "it must be aware of its limitations and realize that it is only a part of this science—an important but a small part, insofar as the general knowledge of man is concerned.

"To forget this," he continued, "is to run the risk of scientific imperialism. By this I mean the tendency encountered regularly in the history of knowledge to credit a special discipline with universal significance. The final result of such enthronement is always the catastrophic dethronement of the apparently supreme branch of knowledge. We would, indeed, lose many of our gains if we were injudicious enough to inflate the importance of our discipline in human affairs."

But the urgency and challenge of the task for modern psychiatry is great. Dr. Braceland cites the words of John F. Kennedy:

"Mental disabilities work more hardship, affect more people, require more prolonged treatment, cause more suffering by the families and the afflicted, waste more of our human resources, and constitute more of a financial drain upon both the public treasury and personal finances of the families than any other single condition." ■

The Christian College

By BROTHER M. FIDELIAN, F.S.C., PH.D.

Vice President, Academic Affairs

PROFESSOR C: I for one am frankly weary of all the talk about the colleges. We've had in this country now a solid decade of rather high-pitched soul-searching and discussion. And, believe it or not, I'm getting talked out. I think we should hire a team of sociologists for the next decade to continue the discussion—it's all been sociological analysis, anyway—and get back to our own teaching and research. Then people off-campus would soon lose interest, too, believe me!

BROTHER B: Yes, but then the public relations people would remind us of the adage that 'there's only one thing worse than being talked about and that's not being talked about.' Besides, I think, educators themselves have always considered it one of their professional duties to talk excessively about their work. So there's no escape really.

PROF. C: It's not that I mind living in such a glassy house. It's just that all of the inhabitants have been so well-trained—or are being well-trained—as stone throwers. And now we have fifty-three million students in the country in one kind of school or other.

BRO. B: Yes, the education disease is spreading. And the last decade, or its self-examination as you've suggested, has been a little more rocky than usual—where are the Catholic Einsteins? are the Catholic schools divisive? are we keeping up with expansion pressures? has the post-Sputnik search for excellence become a camouflage? do we really need the Catholic school system?

PRO. C: Etcetera, etcetera, etcetera—and, as Linus would say, aaugh!

BRO. B: Well, I suppose the school has always tried to be a place to raise questions, to examine what is going on around us, immediately around us, too—and it's always been a machine designed for rather constant change. Or given typical administrative lag, perhaps I should say "slow but with constant change!"

PROF. C: That's better than the other version—"a machine designed to enlarge the middle-class."

BRO. B: I guess we could construct a definition big enough to give even that a subordinate clause.

PROF. C: I take it, in any event, that all of our on-campus and off-campus concern and criticism hasn't disturbed your basic optimism about rosy future for the Christian college.

BRO. B: Let me say that besides high-lighting a lot of real problems, they have uncovered grounds for hope which need to be explored more fully.

PROF. C: Let me say that you have a knack for combining incompatibles.

BRO. B: Well, I'll give you a for instance. The Danforth Foundation is just completing a study of church-related colleges and universities in America—some 800 of them.

I get the impression that there was some concern as the study began about the fitness of these institutions to weather increasing financial problems in the future.

PROF. C: And, the actual outcome of the study is more sanguine?

BRO. B: We have only the preliminary report of the study, but in general it is more assured. They found that, while church-colleges haven't kept pace completely with state institutions, they are in a much better position than they were ten years ago.

PROF. C: What's the worry precisely?

BRO. B: What we've been talking about for years—the gap between the actual cost of an education and what is covered by tuition. Without substantial endowment funds and other sources of support, that gap is going to widen in many colleges. Costs are going to increase, especially for the substantial programs we are mounting here, and tuition rises are going to be limited ultimately by family resources.

PROF. C: You mentioned the state institutions as a measuring stick. Can we be said to be competing with them in any sense of the word?

BRO. B: Not directly, of course. One possible situation in the future, however, is that tuition at a church-college may be two or three times that being asked at a state college. We've been raising the question already, as you well know, of whether any freedom of choice will be left to a student and a family of moderate means in that situation—about the college the student wants to attend. Hence, the need for a state program of scholarships and incentive grants. Fortunately, there is a bill before the Legislature already which is at least a modest beginning.

PROF. C: Well, I grant you that there can be many important problems in years to come. I think, however, that there are a number of ways we're already in less favorable positions because of tax money being channeled only to state institutions and state-aided private institutions. The latter type of institutions have for decades been getting operating expenses and support for building programs—and there have been important, if seemingly indirect effects, on their expansion capability, faculty salary scales, scholarship funds, institutional contribution to endowment—the whole gamut of the educational operation and its financial under-pinnings. And presumably a college like our own isn't qualified for such support because we are church-related and church supported.

BRO. B: Yes and no. The reason why some private colleges have been receiving state aid in Pennsylvania and others have not has never been very clear, to me at least. Church-related status might be involved as a reason, but, as you know, at the level of higher education thinking on the subject is rapidly changing. It has completely changed

Dialogue

in recent years as far as federal programs are concerned, but many states just haven't caught up with federal practice.

PROF. C: So a qualified "yes" to that?

BRO. B: Right. As for church-support—you're way off base. Or were you just echoing a popular misconception? There are some schools, of course, that get substantial support; the Danforth report mentions colleges supported by the Lutherans and Mormons, in particular. But now almost half of the church-related colleges in the country are Catholic and I'd venture to say that aside from a handful of diocesan colleges and the Catholic University in Washington, very few, in the nature of things are getting any financial support from the Church.

PROF. C: Let me continue to be naive! "In the nature of things"?

BRO. B: I mean the tremendous establishment of grade schools and high schools—which have typically been the concern of the diocese. Most of the colleges, on the other hand, have been started by the religious orders as private institutions. So I suppose the best way of describing a school like ours is—"a church-related but non-church supported, non-state supported, private liberal arts college."

PROF. C: That's not quite an optimist's definition—it strikes me. Even in these terms, though, you'll admit that we and colleges like us have been doing a good job of providing opportunities for a Christian education.

BRO. B: The bare physical opportunity? Well, I suppose locally we haven't been doing badly. There are nine Catholic colleges in the area, probably one of the biggest concentrations in the country—and they enroll over twenty-thousand students now. But the national picture is quite different. There are two Catholics on secular campuses for every one in a Catholic college.

PROF. C: Which brings us to Mary Perkins Ryan and similar commentators. You'd agree that the problem of Catholic higher education involves much more than the Catholic school?

BRO. B: Not that I haven't tried, but it is hard to ignore the facts.

PROF. C: As I see it, the first problem is simply this large group of Catholic students on the secular campuses with nothing like sufficient resources in the Newman Clubs to help them during some very critical years.

BRO. B: I'd have to agree again. And I don't foresee any major re-distribution of our man-power to cope with the problem adequately; in fact, I don't think the "even-spread" solution would be much help, even if it were possible. In fact, the only help I can see is in the fact that more Catholic laymen are joining the faculties of the secular schools. But they're going to be a very small minority for some time to come.

—continued



Brother M. Fidelian, F.S.C., Ph.D., has been a member of the College staff since 1957 and was appointed Vice President for Academic Affairs in 1960. He earned his master's and doctoral degrees in English at Catholic University. He has also pursued advance studies at the University of Pennsylvania.

Some people still think sec

PROF. C: I must confess that I'm pretty strong on the basic Ryan thesis—that Christian education isn't just the function of the school, but of the family and parish, too.

BRO. B: It's hard to fight that, of course. You'll understand, though, that my main concern is with what the school should be doing in the whole process.

PROF. C: Well, shall we take a classic description—a community of scholars and disciples searching for the truth.

BRO. B: Frankly, I think that fits the university more comfortably than the college—at least the key word, “searching.” Learning, re-learning, deepening one's sense of the truth, organizing related truths—“searching” in those senses, perhaps, but not in the sense of discovery, or research as such, though admittedly there should be some of that, too.

PROF. C: And there's a lot else going on at the American college campus that doesn't fit under that rubric, no matter how much you widen it.

BRO. B: Granted. But I think it emphasizes again the difference between the college and the university. The American college is, after all, a rather distinct species—especially in the way it combines general education and specialization—with even the latter following different objectives than in the university and research institute.

PROF. C: But does any of this affect the nature and function of the Christian college?

BRO. B: Well, I'm not sure. But I think it explains the need for the Christian college—at least in part. I don't think the need is as great in England, for example, where the academy gets the student much further into his general education than the American high school does. And when he graduates he begins his specialized training at a university, which still isn't the deeply secularized institution that the American university is.

PROF. C: You seem to be saying, then, that the function of the Christian college is essentially protective and pastoral—the preservation of a faith that might wilt in the hostile or perhaps just falsely neutral atmosphere of the secularized school.

BRO. B: I suppose I am. At least, that's part of the function.

PROF. C: For my money that's too negative. I'd be happier even with a positive statement of what is implied—that the student is being given the chance to further his theological training to keep pace with his advance in other fields.

BRO. B: Agreed. But can't the Newman Club perform this function—or couldn't we just offer theology courses here, then, and have the student attend a secular school think situations in life—poverty in America, the rent

PROF. C: No. At least the result wouldn't be the same as what we are attempting here. What I want to say, I think, is that several things contribute to the Christian function of the college. A vital and contemporary program in theology—and philosophy—is one of the factors (the current revisions of the program in these departments, incidentally, suggest that they are much aware of the need). There is also religious practice—liturgical (and I think the liturgy here has a certain splendor as well as a type of educational dimension it might not need in the parish), religious extracurricular and social action groups (admittedly small but effective, I would think), the community of committed Christians itself.

BRO. B: There is also what we list first among the College's objectives. If I remember correctly, it's “to accord the student a higher education with the theology of the Catholic Church as an integrating and informing discipline in all fields of learning and, for the Catholic student, as an independent area of study.”

PROF. C: We've mentioned the last part already. About the first part, I'm not quite happy now with the phrasing—and I must confess I was on the committee that knocked it together. “Informing” is general enough, I suppose, to find some meaning for eventually, but “integrating” strikes me as too specific, perhaps, and not quite on target. It's as if physics, economics, and English were just lying around waiting to be systemized into some more important design.

BRO. B: Was it Newman who said “Living movements do not come from committees”? Sorry, that's beside the point. The point is that “integrating” endangers the independence and autonomy of the separate disciplines.

PROF. C: At least, it gives the wrong impression. I was appalled in recent letters written to newspapers during discussion of the Pennsylvania bus bill and the federal education bill. There are some people who still think the secular subjects are used in the church-school simply as occasions for propaganda, that they are not exactly the same as in the secular school.

BRO. B: But are they *exactly* the same—or should they be?

PROF. C: Absolutely. And if they aren't then I think we're definitely barking up the wrong tree. I do think there is something *beyond* the subject itself that we should be doing—but I don't like the term integrating.

BRO. B: Segregating?

PROF. C: It might have a certain odium these days—but I think it might be preferable. For instance, I don't think the discipline of economics itself involves moral or religious values any more than mathematics or physics. It has a subject matter distinct from that of any other science including theology. But on the other hand, I do for his history, physics, or whatever?

Subjects are simply occasions for propaganda.

situation in slums, current marketing and advertising practices etcetera, etcetera, etcetera—are nice, jumbled, confused mixtures of all sorts of facts and values. What's important is that we don't confuse one kind of fact or value with another. If I'm an economist my competence is to deal with the economic fact—but, if I have any humanity and Christianity, I'd darn well be concerned about the other problems in the situation.

BRO. B: Concerned? And then what? Do you devote part of the course to matters you're admittedly an amateur about—or do you leave it to the philosophy and theology departments?

PROF. C: Let me try that curve about "amateur" first. I don't think I would want to consider myself an "amateur Christian." In *one* sense, of course, one isn't ever really a Christian complete and finished; we're attempting to be Christians. But in another sense, the attempt requires that I be witnessing to my Faith—clearly and definitely.

BRO. B: Witnessing, yes. But that can be done by anyone, anywhere; our function here is teaching.

PROF. C: Well, if I leave teaching in this direction *completely* to someone else, I think I've secularized my function. Then there's no reason—at least an intellectual reason—why I should be teaching economics or physics or English here rather than in a state college, say. But what exactly one does in his course—well, this is the year-to-year and day-to-day problem: getting a principle, a difficult principle, too, down to living detail. But discriminating, segregating is to my mind again the first step—to show what is clearly part of the field and what isn't. If I digress beyond the field—and if I'm really concerned about a particular problem, this *is* a temptation—then I indicate that I *am* digressing. Or I bring another teacher in for a period to discuss something I may not have even amateur knowledge of. Or I simply indicate that I *am* interested—that I think the other non-disciplinary problem *is* important. But one way or another, I'm trying at least to indicate concern—and I'm trying to preserve the distinctiveness of my subject-matter itself.

BRO. B: I'm not sure all of your methods contribute to both goals, however. In any event, I do like the general idea. You'll forgive me though if I say that, from one point of view, it isn't too different from the mixture (can I say, the mish-mash?) of subject matter and personal philosophy (secular humanism typically) that I got in my own training at a local university. What you're trying for, if I follow you, is simply more clarity and structure in the whole process. What anyone would agree to, I suppose, is that we can't possibly divorce a subject *completely* from longer perspectives and the theories of other disciplines. And on many of the bigger issues we happen to have a consensus that the secular school doesn't. In practice, then, you either make unconscious assumptions about the bigger issues, or masquerade them as part of your subject,

or you attempt to discriminate and relate them explicitly to what you think your basic job is. In this light, incidentally, there's no reason why state-aid shouldn't be available to the church-school—except for theology, perhaps. All of the other fields, though, have a basic core which is the same in any school.

PROF. C: Yes, I'm definitely an advocate of "have your cake and eat it, too." I can't see any difference in justice between the explicit framework to which we're trying to relate courses and the more diffuse and haphazard philosophical assumptions (and "character training") of our secular counterpart. Big differences *otherwise*, of course.

BRO. B: Let me get back to your general position. I think I have one cavil. What about the physical sciences and math? Do they have or should they have the extramural concerns you've been talking about?

PROF. C: I for one don't think their detachment and objectivity are as lily-pure as we've been made to think. At one end of the operation, that is, sciences have been running into all sorts of epistemological and metaphysical problems. And at the practical end—Good Lord, they're responsible in the last century for the most profound revolution in history. They've been affecting our life and thought patterns in every which direction.

BRO. B: Well, to get down to a particular case, I hope you didn't approve of Einstein's theologizing?

PROF. C: Maybe not. I did like his concern about the impact his discoveries had on the modern world. I think he also gave a splendid example, unfortunately, of how competence in one field may lead one to think he's competent in others. It's a very human failing, though.

BRO. B: And it's just the one that would sink your approach in a college course.

PROF. C: *Touché*. Or similar approaches. Because I do think we—the faculty and students in general, that is—have some different approaches to the problem, perhaps not all as systematic as I want to make mine. What I'm saying is that we have to have activity *like* this, formally or informally, in the school as a whole—in addition to solid theology and philosophy courses as such (and perhaps they're the most important element), campus liturgy, extracurriculars, Christian standards of conduct, and all the rest—or we don't have a liberal arts college which is any different from our secular counterpart. I think that difference is the most important thing we have—or should be trying to get more deeply. For me, it's something worth working and praying for, something worth investing a life in.

BRO. B: You preach a hard doctrine.

PROF. C: So be it.

BRO. B: I wonder what Brother A thinks about all this. ■

TWO GUYS FROM TOKYO

BY ROBERT S. LYONS, JR., '61

THE SUMMER OF 1961 was the year of decision for a pair of high school graduates. One of them wanted to get out of the snow of Martin City, Montana. The other was looking for a sport in which to compete, in Philadelphia. Their decisions, contemplated some 3,000 miles apart, resulted in their paths ultimately crossing along Boathouse Row, on the Schuylkill, less than two years later. Soon they became fast friends. Then, rowing teammates, La Salle College classmates and finally, Olympic champions.

Sounds fantastic and it is. Especially when you consider the strange twists of fate that brought Hugh Foley, a bespectacled youngster from the western slopes of the Common Divide, and Stan Cwiklinski, a Philadelphian from Central High, together in the now-famous Vesper Club eight-oared shell that rowed to a dramatic upset victory in the 1964 Olympics in Tokyo.

And they're still going strong this year. If everything goes well, in the next few months Vesper hopes to compete in the famed Henley Regatta in England, the European Championships in Germany, and a special invitational race in Rio de Janeiro, celebrating the 400th anniversary of Brazil.

Both men had been typical "three sport stars" in high school—Foley in football, basketball and track at Columbia Falls High, and Cwiklinski in football, fencing and track at Central. Stan never picked up an oar until the summer of 1961; Hugh, a year later. Yet, they mastered the art of rowing quickly enough to become the youngest members of the finest American non-college crew since another Vesper outfit won a Gold Medal in the 1900 Olympics.

Foley, one of nine children of a prosperous lumbering executive and cattle-rancher, grew up in Martin City, a town of 600 nestled in the slopes of northwestern Montana. He had relatives in Los Angeles and decided to enroll at that city's Loyola University, as he explains it, "To get out of all that snow."

After an unspectacular season as a

freshman basketball player at Loyola, Hugh was invited by a classmate to join a crew team being formed by John McHugh, a former assistant crew coach at La Salle who was working as a scientist in southern California. "I had never even seen a shell before," Foley recalls. "But four weeks later, I was rowing my first race against Southern California."

Foley never did win a race in two seasons at Loyola. But after his sophomore year, he was persuaded by McHugh to come east and get "some experience" with Vesper's oarsmen on the Schuylkill.

At the end of that summer, 1963, Vesper organized a boat to compete in a pre-Olympic race in Japan. Foley tried out for the top eight, made it, and was on his way to the Orient. Vesper finished a surprising second to the crack Ratzeburg crew from Germany and suddenly Foley was dreaming of competing in the Olympics, himself.

"As soon as we returned from Japan I realized that we had a real good chance for the Olympics," he says. "I decided to concentrate on making Vesper's top shell." Needless to say, he has never regretted that decision.

Cwiklinski's decisions didn't involve as many miles but were equally as important. "After I graduated from high school I was looking for a sport to keep me in shape," he recalls. "A friend, rowing for the Fairmount Rowing Association on the Schuylkill, showed me around in the summer of 1961 and I started rowing."

Besides rowing for Fairmount for three summers, Stan was a member of La Salle's Dad Vail freshman champions of 1962 and rowed varsity for the Explorers the following summer. Then, when Vesper did so well in the pre-Olympic race in Japan, the talk along boathouse row chiefly concerned chances of making the Olympics. "That's when I met Hugh," recalls Cwiklinski. "I had switched to the Schuylkill Navy and we raced Foley's Vesper boat one day in the Fall, of 1963."

Foley talked Cwiklinski into switching

boathouses—to Vesper, and Cwiklinski persuaded Foley to transfer colleges—to La Salle. Both agree that their series of decisions were possibly the smartest they've made in their 21 years.

"Hugh and I were the youngest and least-experienced of the Vesper oarsmen and our main problem was just making the crew," remembers Cwiklinski. "Because of this, they put us together in a pair (two-man shell) and I guess we were the slowest on the water for a while," he chuckled.

The pair became fast friends and improved rapidly enough to make the first boat despite competition from about 20 other candidates. Everything from then on was Cinderella stuff. Vesper pulled the first of a string of startling upsets by making the finals of the U.S. Olympic trials. "Nobody gave us much of a chance," says Foley. But Vesper defeated heavily-favored Harvard, previously-unbeaten California and Yale, in that order, by a length and a half, in New York, to become the first club to shatter American collegiate rowing supremacy and represent this country in the Olympics in sixty-four years.

Vesper's coach Allen Rosenberg split his top eight into "fours" and "twos" and sent them to the European Championships in Amsterdam for their first taste of pre-Olympic international competition. There they saw the famed Ratzeburg and Russian crews race to a virtual dead heat before Germany was declared a winner by 8/100ths of a second.

Then, Foley and Cwiklinski, rowing in a "four" with veterans Bill Knecht and Bill Stowe, came in seventh. The experience was invaluable, however. "You get a better power sensation and more of a 'feel' of the water rowing in a small boat," says Cwiklinski. "It's also the best way to improve your speed."

And that's just what coach Rosenberg had in mind. The best time Vesper had rowed in the states was a 5:58 over the 2,000 meter course, in an Independence Day Regatta against the Schuylkill Navy. After watching Germany and Russia's Vesper's oarsmen figured that they could

score in the Olympics by chopping eight seconds off their time.

As luck would have it, Vesper got a crack at Germany's Ratzeburg crew in the first—and strongest heat—of the Olympics. The winners of the three first-round heats automatically made the finals, as did the winner of the three *repechage* (consolation) races. Indicative of the strength of Vesper's competition in the first heat, four of the six finalists came from that race.

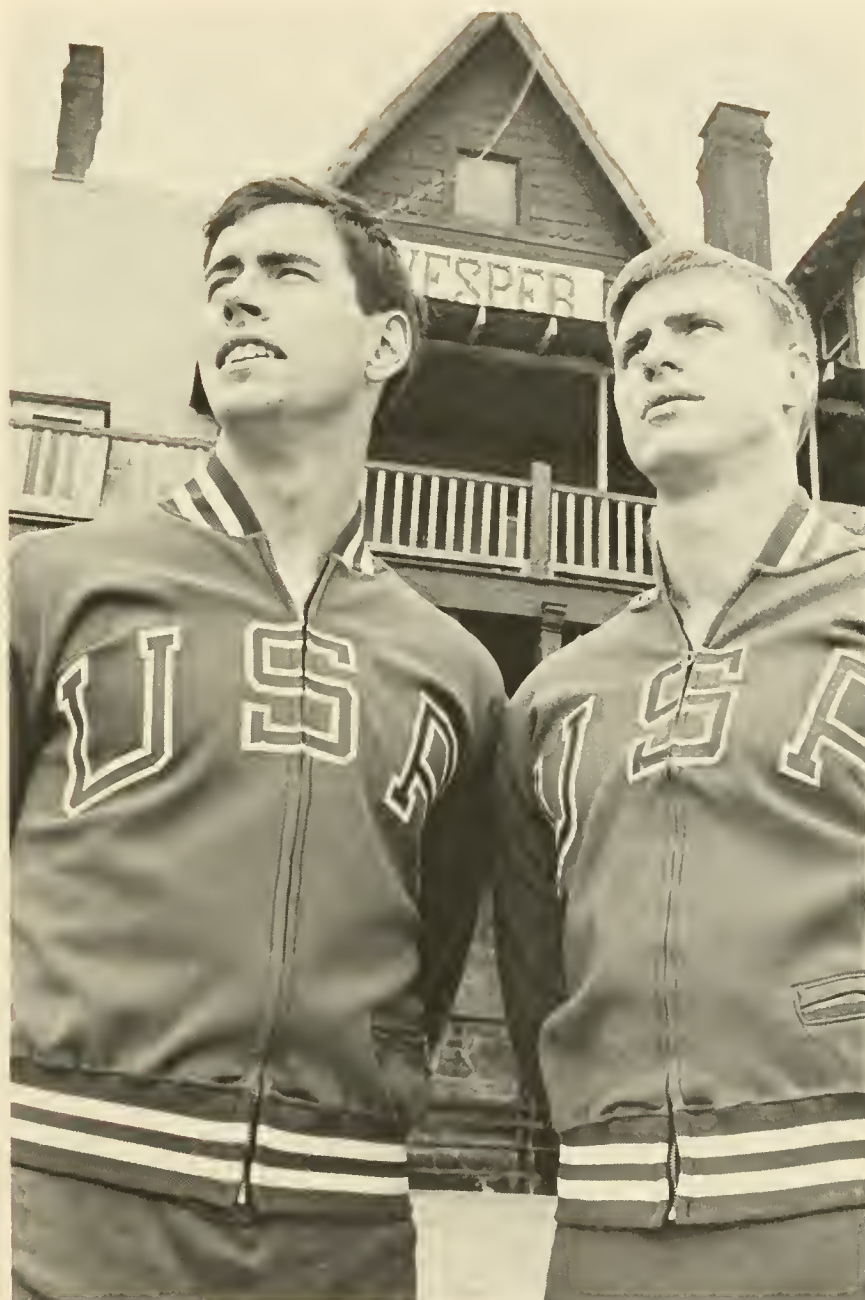
Vesper lost to the Germans but surprised millions of fans by extending the winners the entire length of the race. Afterwards, it took officials ten minutes to determine the winner. The margin of victory was less than a foot and the time differential, two-tenths of a second (5:54.08 to 5:54.28).

"It's true that it took the officials quite a while to make up their minds," says Foley. "But you know, it's funny. Everyone in our boat knew we had lost as soon as we crossed the finish line. When you're in a close race like that, it just depends on which boat has its oars in the water. And ours were up."

When the Americans saw how close they were able to come to the Germans, their hopes soared for the final. "We felt that we didn't row our best race and the Germans had extended themselves to the limit," says Foley. "What struck me," added Cwiklinski, "was the way the Germans just sat dazed in the water ten or fifteen minutes after the race. We noticed it as we were putting our shell away. They were completely spent. We knew that we had a real chance then."

Vesper had no trouble in their *repechage* against smaller boats from Japan and Korea, but the actual races were only part of the Olympic drama. "It was a real cloak and dagger operation," says Foley.

"Along with the other crews, we practiced on a small lake so crowded and narrow that coaches were supplied motorcycles to call signals from the river bank. Many nations had spies hiding behind trees with stopwatches, checking on our



Olympians Foley (left) and Cwiklinski: 'Real cloak and dagger stuff.'

—continued

TWO GUYS FROM TOKYO —continued

times, stroke counts under different conditions and other capabilities or weaknesses. It was quite a sight, if you can imagine it, seeing motorcycles speeding up and down the river bank and guys hopping out from behind trees with stopwatches in their hands."

Naturally, the pressure on the oarsmen was almost unbearable, especially before the final. "You just couldn't think about anything else," recalls Foley. Things were so tense that coach Rosenberg, a registered pharmacist, gave the team sleeping pills. "Just to give you an idea of the pressure, we all suffered a mental let-down after the final race. It was like a vacuum in your mind . . . nobody knew what to think about."

The first race against the Germans had been held under near-perfect conditions—no wind and perfect early-morning visibility. It was almost dusk when the boats entered their lanes for the final and a heavy headwind prevailed, blowing against the competitors. The wind figured to hinder the lighter Germans considerably.

"Since we were the heaviest boat in the championship round (10 pounds per man), we expected to get off to a slower start and trail for the first 500 meters," explained Foley.

Vesper, rowing in Lane Two, made its first push at 750 meters; led by a length at 1,000. They spurted again and increased their lead another length at 1,300 meters and coasted into the Gold Medal five seconds and a length and a quarter ahead of Ratzeburg, in Lane Six. The times were 6:18 and 6:23, but nobody expected any speed records against the wind.

As the Americans neared the finish in the semi-darkness, they were greeted by the roar of cannons shooting flares on parachutes into the sky. "I found out later that it was done to help the judges see the finish," said Foley, who has trouble seeing clearly without his glasses. "All I could think of, though, was that another boat had sneaked past us and was being saluted by the fireworks. I looked around. I couldn't believe that someone

had beaten us. I was sure that I had counted five fuzzy shadows behind us."

He had. And Vesper's crew walked to the Victory Stand to receive the first of many salutes, which would find them being greeted by President Johnson in the White House, Governor Scranton in Harrisburg, and Mayor Tate in City Hall, among others. In all, they have been honored at over two dozen functions. "And just to think that the Olympics never entered our minds until early in 1963," says Cwiklinski.

Foley had another surprise coming. Before the opening ceremonies, Hugh bumped into a secular priest he had known from his high school days, the Rev. Anthony M. D. Gillen, who serves the Indian Missions in Browning, Montana, near Foley's home.

Father Gillen had stopped in Tokyo on the first leg of a round-the-world trip, and decided to remain for the games when he learned that Foley was competing. The main purpose of his trip was to see the Pope ordain a missionary priest he had sponsored during the Eucharistic Congress, in Bombay.

After the championships, Father Gillen came down to the Olympic Village and invited Foley to accompany him on the trip. "I was dumbfounded," says Hugh. "How many guys are lucky enough to compete in the Olympics and take a trip like that."

Naturally, he accepted and found himself sailing from Yokohama to Hong Kong, Singapore, Penang on the Malaysian Coast, Ceylon and Bombay. From there, he flew to Cairo, Jerusalem, Beirut, Athens, Rome, Milan, Venice, Paris, London, New York, Toronto, Calgary and home.

Hugh found the most impressive and most shocking sights in Bombay. "The crowd at the Eucharistic Congress was overwhelming for a non-Christian nation," he says. "We were fortunate enough to see the Pope twice in Bombay (and once in Rome) and it was quite moving to see over two hundred priests being ordained in two nights by the Pope. But the poverty was shocking. I

can't describe it in words. Even to want to exist demands a special philosophy of life from these people. Absolutely the only thing that they are concerned about is, 'How can I eat?'"

Hugh arose early one morning and spent the day riding double-decker busses around Bombay. "It's amazing to see people sleeping in the streets," he says. "And the begging that goes on. It's prohibited by law but many say it's the most profitable profession around. As one story goes, a guy over there put two sons through college begging."

In the space of two weeks, Foley experienced almost unbearable 100 degree heat in India and a raging blizzard in 25 degree below weather in Montana. "Funny thing was," says Hugh, "We had no travelling problems in Europe and Asia, but what a time when we got back to America."

Hugh and Father Gillen flew from Toronto to Calgary to see the priest's family and pick up his car for the 200 mile drive to Montana. It took them almost a full day to make the trip home, because a blizzard forced them to stop the car every 15 minutes to shovel snow off the windshield. Hugh wound up hitchhiking the final few miles, which isn't exactly the way you'd figure an Olympic hero would make a homecoming.

Anyway, Hugh made it home two days before Christmas and stayed there a month before registering at La Salle—his longest stay with his family in almost three years.

Both boys hope to finish-up at La Salle next year. Foley, an accounting major, would like to stay in rowing competition until the 1968 Olympics. So would Cwiklinski, but he doesn't see how it would be possible, at present. He's a biology major and expects to take up marine science in graduate school. "The location of graduate school might prevent my competing," he says.

At any rate, it's been quite a year for the fellow from Montana, who just wanted to get out of the snow, and the one from Philadelphia, who was looking for a good way to stay in shape. ■

Around Campus

La Salle, European Style

NOT EVERY COLLEGE can offer Alpine skiing and weekend trips to Paris, Madrid and Rome for extracurricular culture and recreation, but many La Salle students are discovering that such opportunities abound at La Salle College in Europe.

Founded and directed by John A. Guischard, Ph.D., professor of French and past chairman of the modern languages department, La Salle in Europe is an affiliation between the Philadelphia campus and the University of Fribourg, Switzerland.

Opened in 1960 with only fourteen students, the school has grown to double that total—and about maximum size if its aims are to be accomplished, according to Resident Director Skardon Bliss, '63—during the current academic year.

The European branch was initiated to provide an opportunity for overseas studies not only for La Salle juniors, but for undergraduates at other colleges and universities conducted by the Christian Brothers.

A good knowledge of French and/or German is required, since most courses (except philosophy and theology) are given in these languages. Course offerings include the languages and literature of France, Germany, England, Spain and Italy, in addition to economics, history, sociology, Soviet studies, philosophy and theology.

The students make their homes with Swiss families during their stay in Fribourg, a town of 28,000 located in a Canton (Province) of the same name. It has had a Roman Catholic tradition since it was founded in the year 1157.

Resident Director Bliss, who at 24 years old is nearing completion of his doctoral work at Fribourg, believes the year in Europe is one of the great bargains anywhere—and it is difficult to dispute. For a total \$1,450 each student pays not only full tuition and cost of round-trip transportation, but all lodging



La Salle in Europe: Opportunities for weekend side-trips.

costs and a bonus two-week tour of Western Europe before arrival in October. Only meals are extra.

Many colleges and universities have begun European programs and apparently many students have availed themselves of the "bargain" fare because, according to Bliss, existing facilities are about at their limit throughout Europe.

"It is horribly overcrowded for the foreign programs now operating in Europe," he asserts. "There is just no more space in most countries, especially in France, where conditions are so crowded that the students protest simply by all attending class!"

The students, accompanied by the resident director, sail from New York each September and tour Europe until classes begin during the second week of October. There is a two-three week Christmas vacation and a month to six weeks recess between semesters in April. The school year ends in mid-July.

An "average" day for the La Salle in Europe student includes a Continental breakfast either at "home" or the university snack bar; a class from 9-11 A.M. (all lectures are two hours); a library study session; two hours for lunch at the Viennoise Restaurant adjacent to the campus; another lecture from 2-4, and very likely a basketball workout in the gym before dinner at 6:30. The evening agenda includes concerts, plays, films and, of course, studies.

La Salle basketball supremacy, incidentally, has been extended to the Swiss town, since the local court team has benefited from the talents of several La Salle dribblers—most notably Edward "Ned" Whalen, who has broken every existing scoring record.

Opportunities abound for weekend side-trips. The best ski resorts in the world are nearby and weekend excursions to Paris, Madrid, Rome and Vienna are convenient. Bike trips to Berne, Luzerne and mountain resorts are also popular. Auto taxes and insurance make owning a car prohibitive, but many students have a motor bike.

There is no absence of European atmosphere in Fribourg, since the university—the only Catholic university in Switzerland—attracts students not only from all over Europe, but from Asia, Africa and South America as well.

This milieu, according to Dr. Guischard, provides the main benefit of such programs.

"The European mind," he said, "cannot be properly studied or appreciated in an American classroom or even by cursory contact with European visitors to our shores.

"Most American college students," he continued, "today receive their informa-



Comedian Bill Cosby yoks-it-up during a College Union-sponsored program.

tion about Europe and Europeans from textbooks, American newspapers and magazines or, at best, from the personal experience of their teachers who have studied abroad, and students therefore lack the direct personal contact gained only by living and studying in Europe.

"Today, more than ever before," Dr. Guischard continued, "it is vital that Americans gain first-hand knowledge of the conditions in Europe, as well as become thoroughly familiar with how European peoples think on subjects of mutual interest.

"American students abroad," he concluded, "can be our best ambassadors for peace and the promotion of better relations with our European friends."

Reciprocal Tuition Plan

LA SALLE and six area women's Catholic colleges have announced a reciprocal free tuition plan for sons and daughters of faculty members.

The program was announced jointly by

the presidents of the seven colleges. Mother Ursula, M.S.C., Cabrini; Sister Catherine Francis, S.S.J., Chestnut Hill; Sister Mary Gregory, C.R.S.M., Gwynedd-Mercy; Sister M. Aloysius, C.S.F.N., Holy Trinity; Sister Mary of Lourdes, I.H.M., Immaculata; Mother Mary George, S.H.C.J., Rosemont, and Brother Daniel Bernian, F.S.C., La Salle.

The remission of tuition plan, which is effective this fall, will annually provide five tuition grants for daughters of La Salle faculty members at each of the women's colleges and the same number of grants at La Salle for sons of faculty at the girls' schools.

The plan is applicable to full-time members of the day faculties at the seven colleges and was initiated to "augment the fringe benefits programs" at the respective schools.

Applicants must apply through the institution on whose faculty the parent serves and must meet the admission requirements of the school to which the application is made.



Former Mayor Dilworth makes a point during talk sponsored by the political science association.

Dilworth Warns on Riots

"RACE RELATIONS in any big city will be a disturbing influence for the next 20 or 25 years," former Philadelphia Mayor Richardson Dilworth told a campus audience this spring.

Dilworth, whose talk was sponsored by the College's political science association, praised the "amazing courage" of City police in handling last summer's North Philadelphia riots.

"By and large," he added, "the police did a magnificent job. The worst thing they could have done would have been to go in there with dogs and guns."

Dilworth predicted the future of big cities will be as economic, cultural and educational centers for the huge surrounding metropolitan areas.

"It is in the nation's big cities," he concluded, "where we will find out if American democracy can succeed as an urban civilization."

ROTC 'Revitalized'

LA SALLE HAS reduced compulsory participation in its Army Reserve Officers Training Corps program to first (freshman) year students effective July 1, 1965.

Other innovations in the program provide an opportunity for qualified students to compete for two and four-year ROTC scholarships, which will be available under the auspices of the Department of the Army, and increased monthly pay for advance course (Junior and Senior) students.

"Students who entered La Salle prior to September, 1964," according to Brother Daniel Bernian, F.S.C., president, "must complete the two-year ROTC requirements."

"The La Salle ROTC program," he added, "has been up-dated and revitalized to provide a more challenging and rewarding program for students who are genuinely interested in military careers."

High School Seniors may compete for

the four-year scholarships, while two-year grants will be restricted to students who have completed the first two years of ROTC training and are selected for the advance course.

La Salle's ROTC program, which was initiated in 1950, now numbers some 1,400 cadets. Col. Jack C. Maldonado, USA, is professor of military science.

Department Chairmen Named

FOUR department chairmen in the arts and sciences have been announced by Brother G. Robert, F.S.C., dean. Effective this June 30, the appointments are part of the College's new rotation policy.

Appointed department heads for three-year terms were:

Dr. Max Barth, chemistry, succeeding Brother G. Raymond, F.S.C., Ph.D., chairman since 1960.

Brother E. Austin, F.S.C., Ph.D., psychology, replacing Dr. John J. Rooney, chairman since 1960.

Dr. Joseph C. Mihalich, philosophy, succeeding Dr. E. Russell Naughton, chairman since 1957.

Brother F. James, F.S.C., S.T.D., has been reappointed to another three year term as theology department chairman, a post he has held since 1960.

CBEA Conclave July 19-22

THE CHRISTIAN Brothers' Educational Association will hold its 26th annual national conference on the La Salle campus this July 19-22.

Some 300 Christian Brothers representing the order's seven U.S. districts are expected to attend the conclave, which was last held at La Salle in 1957.

The Most Rev. John J. Krol, D.D., J.C.D., Archbishop of Philadelphia, will offer Solemn Benediction and the Most Rev. John J. Wright, S.T.D., Bishop of Pittsburgh, will deliver the keynote address.

Brother D. John, F.S.C., Ph.D., provincial of the host Baltimore District, will welcome the delegates, who will receive greetings from the Most Honored Brother Nicet-Joseph, F.S.C., Superior General of the order.

Wilson Selects Breslin

FRANCIS J. BRESLIN, a senior, has received a Woodrow Wilson Foundation Fellowship for 1965-66.

Another senior, Lester J. Keyser, received honorable mention recognition in the annual competition for graduate study awards.

Breslin, who received his high school education at the Divine Word Seminary in Girard, Penna., plans graduate studies in German Literature at Penn. Princeton

or Yale Universities. He is a Dean's List student at La Salle.

Keyser, a 1961 graduate of Cardinal Dougherty High School, was named to the 1965 "Who's Who Among American University Students" and is a member of La Salle's Gavel (debating) Society and the college's student academic advisory committee.

Summer Courses, Programs

A FOUR-FOLD INCREASE in evening summer courses and six special day programs will highlight the College's 1965 summer sessions.

Two sessions are scheduled by each summer program. Day sessions start June 21 end Aug. 27. Evening classes begin June 14 and conclude Aug. 31.

The evening program, which was formerly open only to students with previous college credits and provided only English, philosophy and theology courses, will now be open to new students and offer a full range of subjects, according to Brother F. Emery, F.S.C., evening dean.

Brother F. Lewis, F.S.C., day sessions director, announced the six special programs, which consist of a National Science Foundation-sponsored program for outstanding high school science students, June 28-Aug. 6; a new Graduate Theology Program for archdiocesan priests and sisters, June 21-July 30; a training program for secondary school biology teachers, June 28-July 16; a Science Workshop for Elementary School Teachers, June 21-July 23; a Vocation Counseling Institute for teaching Brothers, Aug. 15-28, and a Syllabus-Revision Workshop for Archdiocesan secondary schools, June 28-July 30.

Among the new courses to be offered in the evening program are Business Law; Introductory Mathematics; Analytic Geometry; Calculus; Industry; Business Statistics; Western Civilization; Approach to Literature; General Chemistry; Psychology and Spanish.

Frosh Withdrawals Decline

FRESHMAN YEAR in college has long been considered "the graveyard" for dropouts, but three years ago La Salle set out to do something about it. An amazing decline in dropouts has resulted.

The findings were released by Thomas N. McCarthy, Ph.D., professor of psychology and director of La Salle's counseling center. The center, in conjunction with the College's deans and department chairmen, in 1962 began an intensive summer counseling program—not only for the incoming freshmen, but also for



Reciprocal tuition signees Brother Daniel and (from left) Mather Mary George, S.H.C.J.; Sister Catherine Francis, S.S.J.; Sister Mary Gregory, C.R.S.M.; Sister Mary of Lourdes, I.H.M.; Sister M. Aloysius, C.S.F.N., and Mather Ursula, M.S.C.

their parents. Since then, two of the college's classes and many parents have experienced the new counseling measures.

Freshmen, who in all schools have traditionally had the highest academic mortality rate, have shown the most marked improvement; the 13% dropout rate during the first semester in 1962 has diminished to 3% this year.

The summer counseling program includes a full day of testing, and a second full day of personal counseling and study instruction for each freshman prior to enrollment. In addition, parents are invited to attend an evening meeting on the campus—conducted by the deans and counseling center personnel—to discuss their son's transition to college life and the possible difficulties and conflicts arising therefrom.

Discussion at the parent sessions runs the gamut from advice on available financial assistance to study and dating habits.

"Give him his own room, if possible, away from the other kids, the radio and television," and "urge him to date college women; it's not that we're snobs and don't like the girl next door, it's better for him to be with people who share the same education and experiences," Dr. McCarthy told one group.

"I feel certain," Dr. McCarthy states, "that the parent's program has been a major contributing factor in the sharp decline in dropouts, but of course it's impossible to know exactly how important it has been. We feel it has removed some of the pressures applied by some parents, perhaps provided better study conditions at home, and stressed the importance of curtailing excessive hours of employment while in school."

Other new measures, initiated simultaneously, are limitations upon the fresh-

man's extracurricular activities during the first semester, summer reading lists and discussion seminars (on the readings) during a week of orientation in September.

"Like most schools," Dr. McCarthy adds, "increased applications and better training in the high schools have made possible improved freshman classes. There has been a substantial change, but in fact, our intensified program was begun when our studies indicated that the ability levels (indicated by College Board scores and high school records) of those who dropped out were not substantially different from those who stayed. Neither differences in aptitude nor in past achievement can be used to predict dropouts.

"The reasons for dropping out are known to be many," he said. "Financial problems; change of vocational objective; personality factors; poor achievement, etc., are all factors which, in all likelihood, operate simultaneously and interact with each other."

"This dropout decline," he added, "has taken place despite curriculum innovations and advanced reading requirements begun in the past five years."

Hawaiian Tour Set

LA SALLE this summer will again sponsor a Hawaiian tour under the auspices of the College Union.

The 1965 trip, which departs International Airport on July 24 and returns August 7, also includes visits to Las Vegas and San Francisco.

Jet transportation via United Airlines, all meals, hotels and special tours are included in the overall cost of \$735 per person. Reservations must be made by June 17.

Faculty Promotions

TWENTY-ONE faculty members have been promoted in rank effective this July 1, it was announced by Brother M. Fidelian, F.S.C., vice president for academic affairs.

Three new full professors were named: Dr. Thomas N. McCarthy and Dr. John J. Rooney, both psychology, and Dr. Casimir Ciesla, economics.

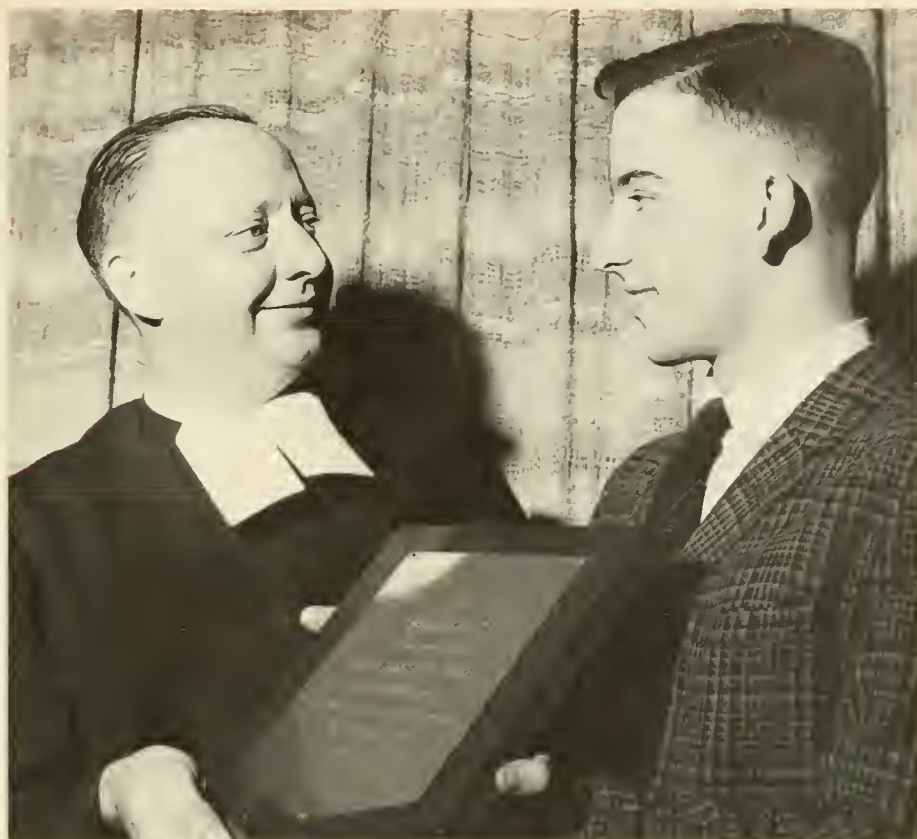
Appointed associate professors were: Dr. John F. Connors and Dr. Richard C. Leonard, both sociology; Brother F. James, F.S.C., S.T.D., theology; Dr. Joseph C. Mihalich, philosophy; Rev. Dr. John Bogacz, biology; Dr. Howard L. Hannum, English; Brother E. Alban, F.S.C., Ph.D., MS mathematics; Joseph W. Simmons, physics; Melvin F. Woods, finance; William J. Binkowski, education and Francis J. Nathans, political science.

Named assistant professors were: Rev. Henry Heminghaus, O.S.F.S., philosophy; Charles E. Hofmann and John T. Mooney, both mathematics; Jerome F. X. Carroll, psychology; John F. Reardon, accounting; John Eldergill, English, and John P. Rossi, history.

'Camelot,' 'Brigadoon' Slated

The winter is forbidden 'til December. By order summer lingers through September. In short, there's simply not a more congenial spot for happ'ly-ever-aftering than here in Camelot.

And never could the College's summer Music Theatre be more certain that its patrons will find its air conditioned theatre "a most congenial spot" than for Music Theatre '65, which will feature two high marks in American musical theatre, *Camelot* from July 3 through July 31 and *Brigadoon*, August 7 to September 4.



Brother E. Joseph, F.S.C., librarian, presents plaque to freshman John J. Goffney, for his class's "highest participation in Project '74 student library drive."

Managing Director Dan Rodden will again direct the veteran staff of Jean Williams, Choreographer, and Musical Director Frank Diehl.

Subscription tickets at \$2.50 each are available for those who wish to order four or more tickets before July 1. Individual tickets thereafter are \$3.50, but special rates are available for those who wish to arrange theatre parties.

Among the now-famous tunes from *Camelot*, which is based upon the late T. H. White's *The Once and Future King*, are "If Ever I would Leave You," "What Do the Simple Folk Do?" "How to Handle a Woman," "C'est Moi," and the title song, "Camelot."

Brigadoon, also written by the *My Fair Lady* team of Lerner and Loewe, features the standards "Almost Like Being in Love" and "Come to Me, Bend to Me."

Campus Calendar

A conscientious compendium of events of significance to alumni, students, parents, and friends of La Salle.

ALUMNI

MEDICAL SOCIETY—La Salle physicians have planned a theatre party for the Music Theatre '65 production of *Camelot*; July 13 at 5 P.M., College Union theatre.

LAW SOCIETY—Those in the legal profession will also assemble around King Arthur's roundtable at *Camelot*; July 18 at 7 P.M., College Union.

ART

REGINALD TODHUNTER—Oils and watercolors by Mr. Todhunter, a native of England; June 1-30.

OLD BERGAN ART GUILD—"Evocations and Moods," a collection of watercolors by Didi

Deglin and graphics by Haim Mendelson; June 1-22.

LEONARD SCHEU—Watercolors of the U.S. West Coast by California artist Scheu; July 1-22.

MARIE SMITH—An exhibit of oils by Miss Smith, a local artist; July 1-Aug. 20.

OLD BERGAN ART GUILD—Twenty-four oils, watercolors, caseins and graphics by 24 artists of the Old Bergan Guild; August 1-22.

SPORTS

NCAA TRACK CHAMPIONSHIPS—Outstanding members of the Explorer cinderteam, notably vaulter John Uelses, will likely compete at the University of California (Berkeley); June 18-19.

THEATRE

MUSIC THEATRE '65—The fourth season of La Salle's summer music theatre will open with an Arthurian flourish Saturday, July 3 with *Camelot* (through July 31) and continue with *Brigadoon* on August 7 (through September 4) in the air conditioned College Union theatre; performances 8:30 P.M. Tues. through Fri.; 6 and 9:30 P.M. (two shows) Sat., and 7 P.M. Sun. No shows Mondays. Tickets before July 1 are \$2.50 if four or more, thereafter \$3.50. Party rates available.

GENERAL

CBEA NATIONAL CONFERENCE—Christian Brothers from across the nation will assemble on the La Salle campus for the 26th annual meeting of the Christian Brothers' Educational Association; July 19-22.

ALUM-NEWS

'20

THOMAS D. MCBRIDE, noted jurist and former Justice of the Pennsylvania Supreme Court, died on April 4.

'34

JOSEPH E. CROWLEY, civilian personnel director of the Fourth Naval District, was cited by the U. S. Civil Service Commission for significant contributions to the merit

'35

system and the furtherance of Personnel Management in the Federal Service.

RAYMOND A. CURRAN, JR. was elected to the advisory board of the Raritan Valley National Bank of Menlo Park, N.J.

'39

ANTHONY J. DIFENNO was elected vice president of Baldwin-Ehret-Hill, Inc. in Trenton, N.J. MAURICE A. KELLEY was elected vice president of the Alpha Epsilon Alumni Honor Society. JOHN J. KELLY accompanied Mayor Tate and a number of civic leaders, on the inaugural flight of Lufthansa Airlines' new direct service from Philadelphia to Frankfurt am Main. HENRY W. SHELLEY, M.D., 1963 recipient of one of the College's centennial medals, died at Chincoteague, Va. JOHN J. STANTON, M.D., was elected president of the Alumni Medical Society at a meeting on May 2.

'40

T. FRANCIS LOUGHNEY was chairman of the James J. Henry Testimonial Dinner at the Marriott Motor Inn on May 10. The affair honored Henry for over 30 years service to the College as athletic director. The proceeds went to the Lt. John Henry Memorial. CLAUDE KOCH, associate professor of English at the College, will have his fourth novel, *A Casual Company*, published this fall by Chilton. J. TREACY O'HANLAN, M.D., was awarded the Waynesboro, Va. Exchange Club's "Golden Deeds Award" for outstanding service to the physically handicapped students at a local rehabilitation center and for 15 years as team physician at Waynesboro High School.

BERNARD L. CLARKE was appointed supervisor of the new Margaret R. Grundy Memorial Library in Bristol, Pa.

REV.
GLENDON ROBERTSON



'49

ROBERT CUSTER will take his Holy Ghost Prep. basketball team into the Suburban Catholic League next year. EDWARD A. GEISZ, Villanova swimming coach, has been selected by the State Department for a three-month tour of duty in Iraq as part of a program handled by the Bureau of Cultural Affairs. DANIEL MORRIS has been named a vice president at the First Pennsylvania Bank. REV. GLENDON E. ROBERTSON has been named principal of Holy Spirit High School in Absecon, N.J.

'51

JIM SULLIVAN reports that 62 couples attended the Class St. Patty's party at AL SCHOELLHAMMER's Hatboro Manor on March 19. Plans are already being made for the 15th anniversary reunion next year. ROBERT BRADLEY and WILLIAM SEIBERLICH are co-chairmen. JAMES D. DELSORDO has been named director of the Bucks County (Pa.) Child Welfare Agency. CHARLES J. GARVEY has been named manager of adhesives and sedants products for the Hysol Corp., Olean, N.Y.

'52

JOHN P. REID is the new owner and manager of the Capri Motel in Cape May, N.J.

'53

G. RUSSELL REISS, JR., M.D. was chairman of the Alumni Medical Society's "Open House" program and was elected vice president for the coming year. His wife, Rosemarie, gave birth to their first son G. Russell III in March. JOHN J. ZACCARIA was elected treasurer of the Alpha Epsilon Alumni Honor Society.

'46

WARREN E. SMITH, M.D.



'54

Capt. PAUL H. BERNARD is serving with the 3rd Armored Division in Germany. WILLIAM F. BURNS was elected president of the Alpha Epsilon Alumni Honor Society. RUSSELL Y. KRAWCZUK was elected Philadelphia County Commander of the Catholic War Veterans. ALFRED J. PIERCE was named comptroller of the G. & W. H. Corson Co. in Plymouth Meeting, Pa. WARREN E. SMITH, M.D., a member of the staffs of St. Agnes and Einstein Medical hospitals, has been elected president of the Eastern Pennsylvania Medical Society. He will soon complete his residency for specialization in psychiatry.

'55

RONALD N. GANGEMI has been named manager of the Hecht Company's store in Laurel, Md. JAMES I. GILLESPIE and HENRY WILKINS were co-chairmen of the successful 10th anniversary reunion in the College Union Ballroom on May 15.

THOMAS O. MAHONEY



'56

FRANK S. BLATCHER continued his membership in the "Million Dollar Round Table"



Capt. William F. Burns, '54, president of the Alpha Epsilon Alumni Honor Society, presented honorary memberships to Brother Daniel Bernion, F.S.C., president, and five staff members. From left: Dr. E. Russell Naughtan; Brother E. Austin, F.S.C.; Brother G. Paul, F.S.C.; Capt. Burns; Brother Daniel; Brother Fidelion, F.S.C., and the Rev. Mark Heath, O.P.

with Fidelity Mutual Life Insurance Co. BERNARD J. FREITAG is teaching English in a German Oberrealschule in the Fulbright Exchange Program. DAVID IMSCHWEILER representing Jefferson Standard Life Insurance Co. in Charlotte, N.C., has qualified for membership in their "500 Club" by producing more than \$500,000 in sales last year. THOMAS O. MAHONEY was named district sales manager in central Pennsylvania by the C.I.T. corp. LONGIN J. ROHACH was elected assistant treasurer of the Philadelphia Federal Savings and Loan Assn. *Marriages:* PAUL J. LYNCH, JR. to Mary G. Maher in Conshohocken, Pa. *Birth:* To JOHN J. LOMBARD's wife, Barbara, twin sons, John J. III and William M.

'57

GERMAN E. PASSMORE, controller of Precision Tube Co., North Wales, Pa., has announced his candidacy for tax collector of Lower Salford Township. *Birth:* To JOHN J. DEVER's wife, Patricia, their second child, first girl, Joann Katherine; FRANCIS GALLAGHER's wife Dot, a boy, Christopher John.

'58

THOMAS F. CERMACK was named manager of national accounts for Seatrain Lines, Inc. JAMES E. FRANZ was made manager of the Roxborough-Manayunk office of the First Pennsylvania Banking and Trust Co. JAMES B. GARVIN has been named director of research for O. S. Tyson and Company, Inc. of New York, N.Y. JOSEPH M. GINDHART, Esq. is now associated with the firm of Solo, Bergmann and Trommer. EDWARD GIVNISH coached his St. Matthew's basketball team to the Conshohocken Boro Championship, the Suburban Catholic League Championship, then to the eastern finals of the PCIAA, Class B, where they were edged by 2 points. Capt. JOSEPH E. MARTIN is currently stationed at Clarkson College of Technology in Potsdam, N.Y., where he is moderator of the R.O.T.C. rifle team. His team finished an undefeated season by winning a National Rifle Assn. tournament in Maine. *Birth:* To JOHN CARNEY's wife, Mildred, a boy, Andrew Benedict; to ROBERT MORRO's wife, Peggy, a daughter.

'59

BERNHARDT G. BLUMENTHAL received his Ph.D. in Germanic languages and literature from Princeton University. Capt. JOHN C. FARLEY is aide-de-camp to Major General John H. Chiles, commanding general of the 2nd Infantry Division at Fort Benning, Ga. JOHN W. HEDGES has been promoted to Captain. He is presently serving in the Office of the Judge Advocate at the U.S. Military Academy, West Point, N.Y. JOHN C. NOONAN has been named *TV Guide's* regional editorial manager in Washington, D.C. He formerly held a similar position for the Guide in Florida. ROBERT H. NUTTALL recently passed the Penna. Bar examination. WILLIAM J. RANDALL was cited by General Electric Spacecraft for outstanding performance in cost-saving activity. DAVID M. SPRATT has been named Bristol, Penna., manager for Bell Telephone Co. *Marriage:* JOSEPH P. BRAIG to Charmaine Maria Merlino in February. *Birth:* To ALBERT J. C. MIRALLES and wife Nancy, a girl, Anne Marie.

JAMES B. GARVIN



THOMAS F. CERMACK



JOHN C. NOONAN



THOMAS J. CORRIGAN, Esq., who was chairman of the 5th anniversary reunion committee, has been named a member of the law firm now called Halbert, Kanter, Hirschhorn, Gilson and Corrigan. JOSEPH R. DUNKLE, who has received his Ph.D. from the University of Pennsylvania, is teaching classics at St. John's University, Jamaica, N.Y. EDWARD J. KREUSER, JR. is now serving with the State Department in Washington in preparation for another overseas assignment. He recently returned from a two year tour of duty at the U.S. Embassy in London. FRANCIS C. NEWMAN was a recipient of the Fidelity Mutual Insurance Company's "Captain's and Leader's Club" award for 1965. *Birth:* To THOMAS J. CORRIGAN and wife, Gloria, a son, Thomas More.



THOMAS J. CORRIGAN



Daniel E. McGonigle (center), '57, alumni president, congratulates 1965 entries in Hall of Athletes, Robert W. Walters (left), '47 and George Hoggerty, '55, at alumni spring reception.

'61

CHARLES A. AGNEW, JR. was appointed executive-secretary of the Defense Supply Agency's Civilian Recognition and Awards Board. MATTHEW BOWE is now a captain in the Army serving in Germany. WALTER CHILMAN is a business economist in the Office of Business Economics, Dept. of Commerce in Washington. JOSEPH F. DONNELLY joined Lederle Laboratories, a division of American Cyanamid Co., as a medical representative in the Delaware Valley. JOSEPH METALLO is teaching and coaching JV basketball at South Side High School, Rockville Center, N.Y. RICHARD MULLIN and his wife Diane, welcomed their second child and first son, Richard John III, on February 10 in Norfolk, Va., where he is a LTJG in the Navy.



JOSEPH F. DONNELLY

'62

ROBERT W. CARMINT attended a career conference of New York Life Insurance Company's field underwriters in Atlantic City, N.J. in April. CHARLES E. KELTON was named an assistant treasurer of the First Pennsylvania Banking and Trust Co. He is at the Kensington Avenue office. WILLIAM F. ROONEY has joined Royal McBee Corp. as a data processing sales representative at their Philadelphia office. JAMES F. SHERLOCK joined National Accident and Health Insurance Co. as an underwriter.

ROBERT FARRELL has been awarded an internship in education at Syracuse University. RAYMOND E. KEROLLIS joined Rohm and Haas's development laboratories at their Bridesburg plant. ROBERT J. MILLER was promoted to program evaluation assistant at the Housing and Home Finance Agency. He was also elected secretary of the Pennypack Gardens Civic Association. His wife recently presented him with a son, Robert Peter. GERALD A. NAESSENS was appointed controller at Founders Federal Savings and Loan Assn. and became a C.P.A. shortly thereafter. *Marriage:* WERNER G. SCHMIDT to Delia Ann Murphy.

'64

LT. JAMES J. KIRSCHKE was a member of the U.S. Marine detachment guarding the U.S. Embassy in Santo Domingo, Dominican Republic. Second Lt. WILLIAM T. CANNON has been appointed assistant adjutant of the Second Brigade, 5th Infantry Division at Fort Devens, Mass. JOHN W. HARTMAN has been commissioned a second lieutenant in the Air Force at Lackland AFB, Texas. He will take navigator training at

'63

Connally AFB, Texas. Second Lts. FRANK O. MCKEANAY and RAYMOND F. MINGER are serving with the 44th Artillery in Korea. JOSEPH G. O'DONNELL was commissioned at Lackland AFB and is taking pilot training at Webb AFB, Texas. Ensign JOSEPH T. QUINN is a communications officer aboard the USS Rigel with the Sixth Fleet. *Marriages:* WILLIAM R. ASKINS to Dennise Claire Flannagan; JOSEPH V. TANCREDI to Patricia Ellen Przemieniecki.



JOHN W. HARTMAN



JOSEPH T. QUINN

MOVING?

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1 PRINT your full name, class year and new address on the opposite form, and

2 Attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Phila., Penna. 19141.

Name _____ Class Yr. _____

Address _____

City _____ State _____ Zip Code _____

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La Salle Vignettes

Father Kieser/*he fired himself*

It was just five years ago that the Rev. Ellwood Kieser, C.S.P., '50, approached his religious superiors to launch a TV series that would present dramatically the moral issues of the problems of our time—racial violence, domestic selfishness, premarital sex, teenage rebellion—and propose a spiritual solution. Today, "Insight," a production of the Paulist Fathers in Pacific Palisades, Calif., is seen weekly by some 80 million viewers in 140 U.S. cities (WFIL-TV, channel 6, presents the programs on alternate Sundays at 1:30 P.M.). Father Kieser, 35, has enjoyed extraordinary success in enlisting the aid of Hollywood's top actors and technical staff for the series. "The really interesting thing is that so many performers, writers, directors and producers—many of opposing faiths—willingly volunteer their services," Father Kieser remarks. A brief list of the credits for recent shows includes such celluloid and TV stars as Jane Wyman, Brian Keith, Vera Miles, Efrem Zimbalist, Edmund O'Brien, Coleen Gray, Skip Homeier, Ann Sothern, et al. Production staffs have included writer E. Sarsfield Waters ("The Lieutenant" and Kraft Suspense Theatre), writer-producer Joe Connelly ("Leave It To Beaver") and producer Jack Sheo (Bob Hope and Jerry Lewis Specials). Father Kieser "fired" himself as a writer two years ago when, he claims, "we leaned too heavily on the theological aspects and not enough on drama." Father Kieser enjoys his work as national director of radio and TV for the Paulist Fathers, and looks forward to starting an "Insight" radio series this fall, but, he adds wistfully, "I'd like to go back to being just a priest again."





Eugene Quindlen/*emergencies only*

It was late one Saturday night in October, 1962, when **Eugene J. Quindlen**, '40, received a call from the Director of Emergency Planning. There would be an urgent meeting Sunday morning and soon the entire world would react to its topic: the Cuba missile crisis. As Director of Program Evaluation for President Johnson's Office of Emergency Planning, Quindlen must be ready to respond to catastrophes (actual or potential) ranging from a war threat to an earthquake in Alaska or severe flooding along the Jersey shore. Located in the Executive Office Building Annex (which, as the site of Lincoln's War Department during the Civil War is a story in itself), the O.E.P. has as its principal function the nation's preparedness in the event of any disaster. Quindlen is one of several executives who assist Buford Ellington, former Governor of Tennessee who was recently appointed Director of O.E.P. by President Johnson. His duties have ranged from chief of staff for the O.E.P.'s Alaska earthquake

operations last year, to beach reconstruction after the big South Jersey storm, and work on Guam after a 1962 typhoon. Quindlen earned his master's degree on an assistantship in educational psychology at Fordham University in 1942 and after Army service during World War Two (he is now a Lt. Col. in the reserves), received his law degree from Georgetown University in 1950. A Maxima Cum Laude graduate, he was editor of *The Collegian* and on the staff of La Salle's first yearbook, and wrote the valedictory address for his commencement (Joseph Grady, now a WPEN radio personality in Philadelphia, delivered the address). He has served the government since 1946 in a variety of posts, among them with the Veteran's Administration, the Federal Security Agency (now Health, Education and Welfare), and the Civil Defense Administration. He, his wife, Katherine, and their eight children (four boys and as many girls) make their home in nearby Falls Church, Va.

Brother Nicholas/*down to the caves with picks*

Some scientists have found adventure in deep jungles, others leagues beneath the sea, and, more recently, many miles into outer space. These exploits have frequently made headlines, but the men who go down to the caves with picks are the unknown adventurers of our day. **Brother G. Nicholas, F.S.C., Ph.D.**, assistant professor of biology, has been an internationally renowned speleologist (what the cave explorers call themselves) for the past fifteen years. During the past two summers, he has traversed the globe giving lectures and, incidentally, receiving a host of honorary degrees. In 1963, he toured the world lecturing and studying the caves in Australia, Malaysia, the Philippines, Hong Kong, Thailand, India, Pakistan, Athens (the caves under the Acropolis), Rome (the fauna in the Catacombs), Vienna (the caves of Munich), France (the Moulis-French Governmental Subterranean Laboratory), England and the "Bone Caves" of Ireland. Last summer, he conducted a La Salle geology course in the Badlands of South Dakota, worked on space biology for NASA ("In space, as in caves," he states, "the environment is constant and food resources limited"), and lectured throughout the Far West—the Society for the Advancement of Science in Denver, paleontologists in Los Angeles and at the Scripps Institute of Oceanography in San Diego. This summer, he will lecture at European universities and attend the fourth International Conference of Speleologists in Yugoslavia this August, the latter under a grant from the Cave Research Foundation. His honorary doctorates include those from the University of San Carlos in the Philippines, the University of Kyoto, Japan, and Notre Dame College in Dacca, East Pakistan.



BENTON & BOWLES RESEARCH FINDINGS

CONDITIONS PROMOTING AIR TRAVEL VACATIONS

LONG TRIP DESIRE TO GET THERE FAST AND FRESH

SHORT VACATION TIME IS AT A PREMIUM

INTERESTING DESTINATION MAXIMUM TIME THERE

UNINTERESTING TRIP TRIP NOT A BIG PART OF VACATION

SMALL NUMBER IN PARTY NO ECONOMY

FACTORS WORKING AGAINST VACATION AIR TRAVEL

SOME PEOPLE WON'T FLY

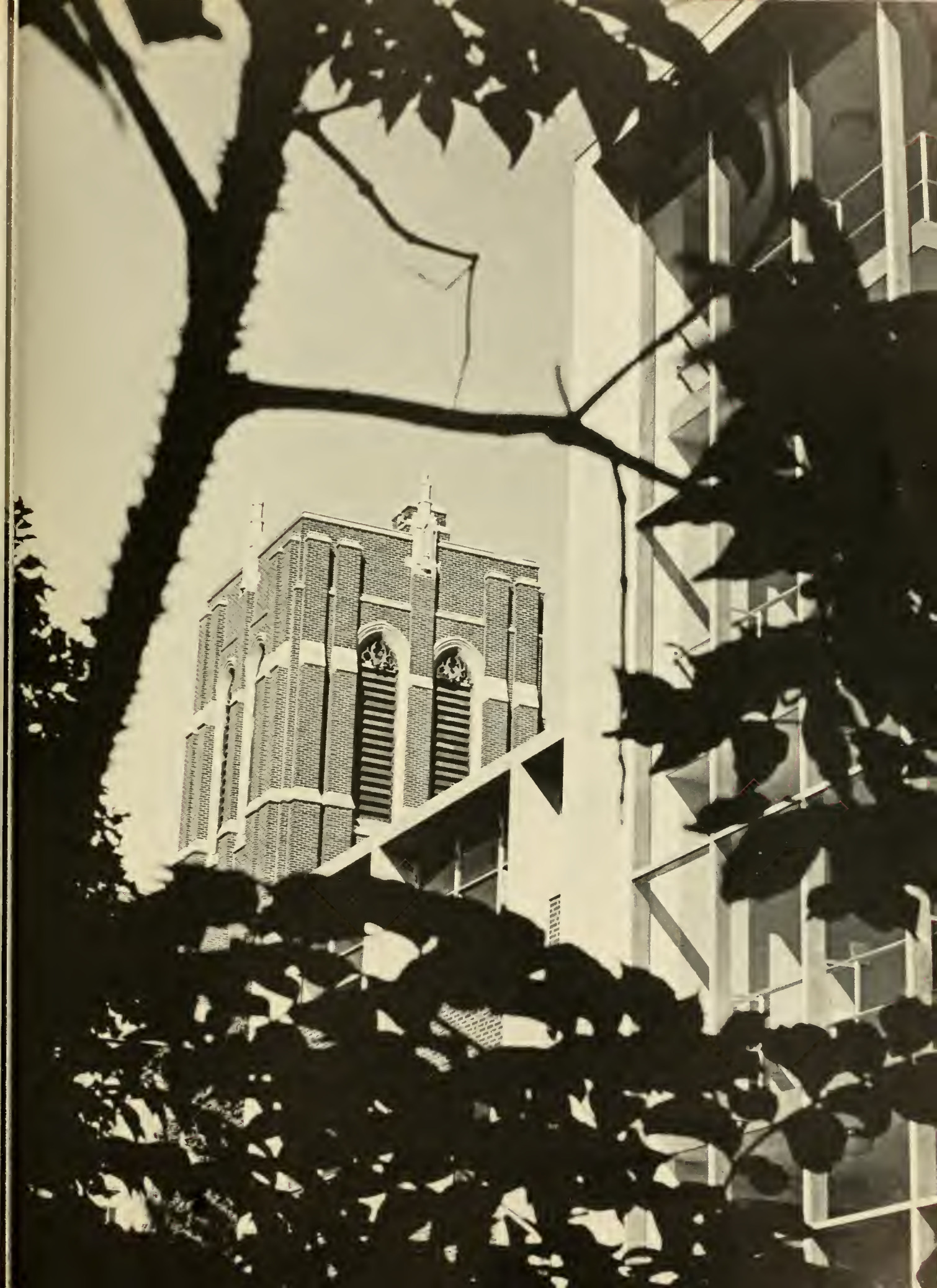
VS AUTO



Frank Stanton/*et tu, Ivan?*

"Advertisements," Thomas Jefferson once said, "contain the only truth to be relied on in a newspaper." Attitudes toward advertising have changed since Jefferson's comment, but according to **Francis X. Stanton**, '51, the Madison Avenue tradesmen have won the public's approbation for their efforts over the past decade. "There is a growing impetus for the public to realize the contribution of advertising to our economy," says Stanton, a vice president and newly-elected member of the board of directors at Benton and Bowles, the world's seventh largest 'ad' agency. "Even the Communists," he adds, "now seem to acknowledge the necessity for advertising to move goods" (he recently gave some pointers to a business executive from Yugoslavia). Stanton, who is director of information management at Benton and Bowles, credits public education by the American Association of Advertising Agencies and higher advertising stand-

ards encouraged by membership in the AAAA and the National Association of Broadcasters for advertising's improved 'image' over the past few years. An economics major at La Salle, Stanton earned his master's degree from the University of Pennsylvania in 1952 and served in the Navy supply corps during the Korean War. He was a marketing analyst with National Analysts until joining Benton and Bowles in 1958. He is a member of the Alpha Epsilon alumni honor society and, as an undergraduate, was captain and stroke on La Salle's first championship crew. At Benton and Bowles, which has in its fold such giants of U.S. business as Texaco, American Motors, IBM and Praxter and Gamble, Stanton heads one of the agency's five major divisions, Information and Research. He, his wife Barbara Ann, and their five sons make their home in suburban Chappaqua, N.Y.



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The Christian College: A Dialogue

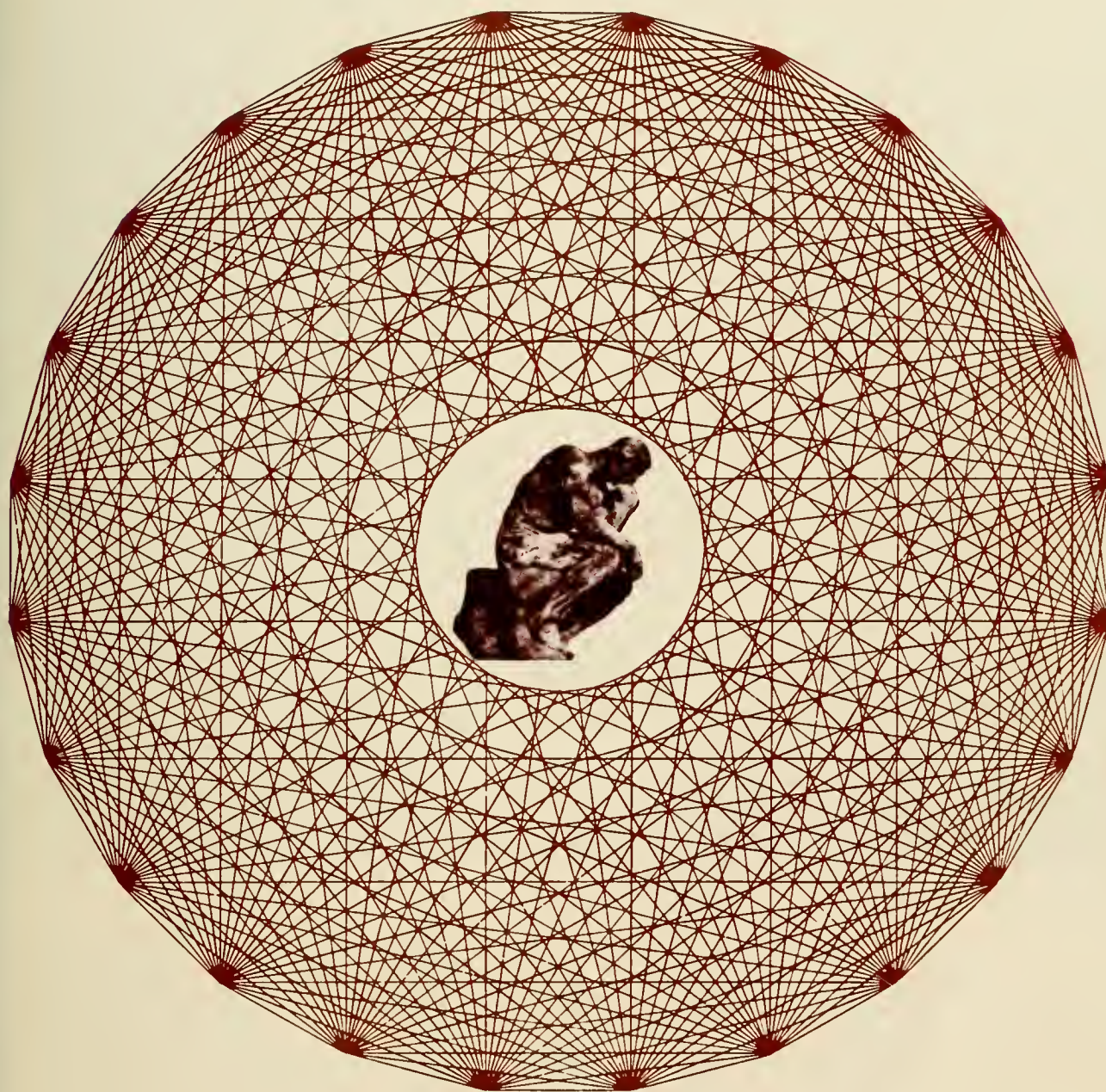


V. 9 # 4

Summer 1965

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



PLIGHT *of the* HUMANITIES

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4 AROUND CAMPUS

"Careers: The Critical Years," reveals the aims and activities of La Salle's career planning and placement bureau, plus sundry other campus news items.

9 ALUM-NEWS

A brief chronicle of the often-significant events in the lives of La Salle alumni.

12 PLIGHT OF THE HUMANITIES?

Brother F. Patrick, F.S.C., director of honors programs at La Salle, questions many of the contentions in the Editorial Projects for Education supplement included in this issue.

15 PLIGHT OF THE HUMANITIES

A cooperative report on the humanities today, as seen by representatives of 22 colleges and universities, who contend that "amidst great material well-being, our culture stands in danger of losing its very soul."

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PHOTO CREDITS: front cover—H. A. Roberts; 1-3 and back cover—Michael Maicher; 4 and 12—Ralph Howard; 33—Frederick Meyer; 34—Walter Holt; 35 (l.r.)—Jules Schick; all others by Charles Sibre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE
Vol. 9 Summer, 1965 Number 4

Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

LA SALLE MAGAZINE is published quarterly by La Salle College, Philadelphia, Penna. 19141, for the alumni, students, faculty and friends of the college. Editorial and business offices located at the News Bureau, La Salle College, Philadelphia, Penna. 19141 Second class postage paid at Philadelphia, Penna. Changes of address should be sent at least 30 days prior to publication of the issue with which it is to take effect, to the Alumni Office, La Salle College, Philadelphia, Penna. 19141. Member of the American Alumni Council and American College Public Relations Association.

Phillies



JAMES M. WALKER, M.D., '53, is a baseball fan. Specifically, he follows the Phillies. He is also a medical doctor. Hence, it was only natural that Jim Walker was very interested when the Phils offered the team physician post to him last winter.

Walker, who for three previous years was the team physician for West Philadelphia Catholic High School Boys, earned his M.D. degree from Jefferson Medical College in 1957 and maintains a private practice in the Wood section of the city.

A doctor is not the busiest staff member of a

PHYSICIAN



PHOTOGRAPHED BY MICHAEL MAICHER

ue ball club (many of the team ailments are quickly
atched by the trainer—in this case the Phil's able Joe
io), but when real trouble strikes he is indispensable.
busy afternoon or evening for Jim Walker might entail
number of pre-game aches and pains of players, an
stment of fans' distress (ranging from too many hot
to an encounter with a vicious foul ball), and, on a
day, game injuries to players. This season's loud
sion between Phils' catcher Pat Corrales and Giants'
rstar Willie Mays gave Walker double trouble, be-
a major league physicians are also responsible for the

ills of visiting players.

Among Walker's (and Liscio's) tasks for the 1965 season were injuries to just about every member of the starting lineup, ranging from Jim (Perfect Game) Bunning, outfielders John Briggs and John Callison, infielders Bobby Wine and Cookie Rojas, and front-line catcher Clay Dalrymple.

These are some of the jobs Jim Walker encounters during the three or four hours he spends at Connie Mack Stadium at each home game. Most of all, however, he is a Phillies fan.

—continued



APPOINTED ROUNDS by Phils' physician Jim Wolker might well include (left) meeting rookie Adolpho Philippon introduced by ubiquitous utilityman Cookie Rojas; (below) conferring with trainer Joe Liscio on the condition of Jim (Perfect Game) Bunning's pricelessly right arm, and (opposite) time-out for some 'medical' horseplay with All Star John Callison and Richie Allen.





Careers: The Critical Years



Career Planning Director Reifsteck (second from right) at career conference.

IF THE GRADUATE'S daily sustenance is one aim of a higher education, career planning and job placement plays a vital role in the educational process.

There was a day when a different society allowed for college graduates who were either scholars, themselves preparing for classroom careers, or simply well-healed conversationalists.

In this century, however, in many instances higher education has become increasingly utilitarian to meet the needs of a highly-industrialized and business-oriented society.

Placement service, which as a recognized campus activity dates back to 1926, perhaps received its main impetus from the Great Depression, when it became obvious that a college degree was not a guarantee of employment. Until then, most college students sought careers in medicine, law or religious life.

By the end of World War Two, however, organized placement services gained the tremendous momentum which characterized the 'boom' employment years. Between 1947 and 1960—and particularly 1956-57—placement and recruitment attained the hallmark of activity. Increased demands by employers for college-trained minds and the great influx of returning service veterans, underscored the need for

an organized placement program on campuses across the nation.

La Salle's career planning and placement bureau, headed by L. Thomas Reifsteck, '51, reflects the new "from matriculation to the grave" approach of colleges and universities today. The bureau serves not only new graduates, but day and evening students, and alumni, whatever their class year. On a reciprocal basis, even alumni of other colleges are helped. No fee is ever charged.

Although La Salle was a city leader in teacher placement as early as the 1930's, it did not have a general job placement center until the post-war years—and then only as a part-time effort on the part of Dr. Joseph J. Sprissler, now vice president for business affairs, Anthony M. Waltrich, and John J. Kelly, both class of '39.

It was not until 1956, when Reifsteck joined the college staff, that the college launched a concerted, full-time job placement service.

La Salle's placement efforts have reaped startling results during their first decade: this year, 117 company and corporate recruiting teams visited the campus to interview La Salle students, compared to just one such visit in 1948 and only 19 as recently as 1955.

Reifsteck considers the 1965 total a

"good average" for liberal arts and business colleges, although engineering schools sometimes welcome 600-700 company recruiters to their campuses annually.

"There is a great need for college graduates now," Reifsteck stresses, "but there will be problems in the 1970's unless our economy can create new job opportunities for those with college training. That's why we changed the scope of the department to include career planning," he explains. "We spend a great deal of time helping students to plan their careers while still undergraduates."

Since there are some 40,000 types of jobs listed in the 1964 government job index, this is a considerable task.

"The sheer number of employment possibilities is what really staggers a boy when he enters college with no particular career in mind," Reifsteck points-out. "The critical years are when he begins a career; most companies won't start a man over 28 years in a management training position, so there is not much margin for a false start."

A key element in the career planning program is a course offered to each senior class—Personal Adjustment to Business. Unlike some schools, it is not a required course and no credit is offered. Also, since it is offered during the Friday "free period"

a student must give his own time to attend. Attendance is not as high as Reifsteck would like, but he is encouraged by the placement results since its inception only seven years ago.

The course aims to help the student in evaluating his own capabilities as well as particular job offers, and such specifics as interviewing techniques and salary expectations.

Types of jobs and starting salaries are about as varied as the companies seeking employees.

The average salary for the Class of '65 is \$6300, very close to the national average of \$6384. This year also saw the highest starting salary in memory—\$8000 for a management consulting position. Reifsteck claims they rise 3-4% each year. Types of jobs have ranged from such odd student positions as morgue attendants, "babysitting" the mail between Philadelphia and N. Y., stacking ball bearings, bartenders' assistants, selling rat poison and wigs, and erecting tents for society functions, to the more "conventional" positions for graduates.

In addition to the weekly course offering, a major facet of the placement bureau's activity revolves about an annual Placement Conference held each December, which attracts a cross-section of employers to give seniors the latest information on job opportunities in their fields. The bureau has won high praise from most of large companies, corporations and the federal government. In 1963, it sponsored and arranged a Federal Career Conference that was a "first" for a Philadelphia college or university, and which received the acclaim of federal officials for its effectiveness.

But Reifsteck is quick to stress the fact that the senior himself must first want to succeed.

"Placement," he states, "is mainly the student's responsibility and all we can do is help him. We aim to provide service excellence for students, alumni, the college and the companies."

Salle Hosts CBEA

"UNDERSTANDING" and "acceptance" of modern youth were dominant themes of the four-day, 26th annual conference of the Christian Brothers Educational Association (CBEA) held at La Salle in July. Some 200 Christian Brothers from the teaching order's seven U.S. districts attended the conclave, which was last held at La Salle in 1957. The delegates received greetings from the teaching order's Superior General, the Most Honored Brother Peter-Joseph, F.S.C., delivered by Brother Charles Henry, F.S.C., assistant superior general for the U.S., and welcoming remarks were extended by Brother D. John, F.S.C., provincial of the host Baltimore district.

Highlights of the conference were the keynote address delivered by the Most Rev. John J. Wright, S.T.D., Bishop of Pittsburgh, and Solemn Benediction

offered by the Most Rev. John J. Krol, D.D., Archbishop of Philadelphia.

Archbishop Krol, expressing his gratitude for the Brother's work in the archdiocese, said "I came not to contribute to your conference, but to honor you. It would be very difficult indeed for me to express my appreciation for your work. There is no possible way to express the value of your work for the archdiocese and the Church."

Bishop Wright warned the delegates that America "must not encourage a system of schools that will turn-out a society of trained barbarians."

"American education," he continued, "must concern itself with the minds of young people, not merely with skills. Competence in civic affairs, taste in art, and maturity of ideas will win the battle of civilizations—not the world of gadgets."

"The fear should not be shunted aside," he asserted, "that in a total national effort to compete economically and militarily with a totalitarian state, the minds of our young people could become nothing but repositories for technical know-how."

The Very Rev. Msgr. John B. McDowell, superintendent of Pittsburgh's diocesan schools, told the delegates that, "Youth is always modern, always a problem—at least to those of us who are older. Youth will always question, refuse to conform, always rebel; maybe that is the privilege of youth. There are variables between generations, but I don't think we should get too excited about them."

"The greatest sin of those who deal with youth," he added, "is to fail to try to understand them. A teacher could be supreme in his field, a master of his subject, but if he fails to understand his students he is a failure as a teacher."

"We all share the concern about youth's attitude towards authority," he continued, "and there's good reason to be concerned . . . (but) . . . we cannot expect youth to be any more obedient than ourselves. It is only natural we would hope to develop youngsters who are dependable and reliable. But if we would, we must develop these traits ourselves."

The Rev. George Hagmaier, C.S.P., professor of religious education at Catholic University, called adolescence "a period of second chance, a period of flux, change and testing."

Other speakers at the conclave were Brother E. Austin, F.S.C., chairman of La Salle's psychology department; Brother John Egan, F.S.C.H., Iona College, N.Y.; Brother C. Luke, F.S.C., Manhattan College, N.Y., and Brother G. Anthony, F.S.C., Calvert Hall College, Towson, Md.

102nd Commencement

INDIVIDUAL FREEDOM must always consider the freedom of one's neighbor, Lt. Gov. Raymond P. Shafer told some 850 graduating seniors at the College's 102nd commencement exercise.

Samuel Gurin, Ph.D., dean of the University of Pennsylvania's School of Medicine, and the Rev. Roland de Vaux, O.P., biblical archeologist, received honorary degrees conferred by Brother Daniel Bernian, F.S.C., president. Lt. Gov. Shafer was the presiding officer.

Dr. Gurin, who heads the medical school during its 200th anniversary year, received an honorary doctor of science degree. Father de Vaux, who is director of the French School of Biblical archeology in Jerusalem and for the past year was Charles Chauncey Stillman professor of Roman Catholic Studies at Harvard University's Divinity School, received a



C.B.E.A. principals (from left) Brother John, Bishop Wright and Brother Henry.



Class of '65 Baccalaureate Mass in McCarthy Stadium.

doctor of letters degree.

Father de Vaux delivered the sermon and four La Salle alumni offered the Baccalaureate Mass, which for the first time in years was celebrated in the stadium. The Rev. George Hinchcliffe, '58, was the celebrant; Rev. John J. Mulholland, '61, deacon; Rev. Joseph Weller, '54, sub-deacon, and the Rev. Roy Hardin, '60, master-of-ceremonies.

"There is an aspect to the word 'freedom' that is sometimes overlooked," Lt. Gov. Shafer told La Salle's largest senior class. "Freedom of individual action is good and valid and constructive when it takes into consideration—and only when it takes into consideration—respect for the freedom of one's neighbor."

"What happens when freedom is misconstrued," he added, "when liberty becomes license, is illustrated in the rise of crime in America. We sometimes hear well-meaning psychologists explain criminal conduct—I say explain, not excuse—on the basis that the individual had a desire to give vent to an impulse for freedom—an impulse that stemmed from a repressed desire.

"Now this may be a valid psychological conclusion," he continued, "but it is hardly one that is acceptable to a society which must preserve law and order, the balance wheels of freedom.

"Certainly, both as a lawyer and as a free citizen, I am deeply concerned with the protection of every individual's rights," he concluded. "But I am also very deeply concerned with the right of every law-abiding citizen to walk the streets of this and any other city without fear of having life or pursuit of happiness interfered with by thugs who may have psychological complexes."

Counseling Center Cited

THE COLLEGE'S counseling center for

the fourth consecutive year has received approval by the American Board of Counseling Services.

The center is the only local college or university counseling service to receive approval by A.B.C.S., which has sanctioned some 177 agencies in the U.S., Canada and Puerto Rico for 1965-66. Incorporated by the American Personnel and Guidance Association, the Board annually publishes a *Directory of Approved Counseling Agencies*.

Church College Aid

CHURCHES MUST increase their support of church-sponsored colleges if they are to meet the financial challenge of state aid to public colleges, Charles G. Simpson, chairman of the State Council on Higher

Education, told a La Salle audience this spring. But church-related colleges, which receive no church financial support, must seek other endowment sources, he added.

Simpson, who is vice president and general manager of the Philadelphia Gas Works Division of the United Gas Improvement Company, gave his remarks as the principal address at the annual Founder's Day convocation in May. Father and the Rev. James T. Dolan, principal of Roman Catholic High School, received honorary Doctor of Pedagogy degrees.

The Founder's Day convocation and dinner mark the feast day of St. John Baptist de La Salle, founder of the Brothers of the Christian Schools. They are the traditional occasions for the presentation of student awards for academic



Brother M. Fidelian, F.S.C. (left) with faculty award winners (from left: Brother Patrick; Dr. Naughton; Messrs. Halpin, Di Federico and Drans).

xcellence and \$1000 faculty awards for distinguished teaching." Thirty-seven student prizes were given at the convocation.

The faculty awards, made possible by a 3000 grant by the Lindback Foundation, were given to four professors: Dr. E. Russell Naughton, professor of philosophy; Gabriel Di Federico, assistant professor of philosophy; Charles A. J. Halpin, associate professor of industry, and Brother F. Patrick, F.S.C., honors program director and assistant professor of English. Awards of \$1000 each went to Dr. Naughton, Di Federico and Halpin; Brother Patrick, as a Christian Brother may not receive a personal stipend.

An evening division teaching award, five faculty awards for 25 years or more service to the college, and a special award to the Rt. Rev. Msgr. Charles B. McGinley, were also given at the dinner.

John M. Dronson, an evening division economics professor, received the evening award from Brother F. Emery, F.S.C., evening dean. Service awards were given to full professors Dr. John A. Guischard, French; Dr. Joseph F. Flubacher, economics; Ugo Donini, history; Brother G. Paul, F.S.C., chemistry, and Brother D. Thomas, F.S.C., Ph.D., theology. All service awardees are past chairmen of their departments and Brother Paul was president of the college from 1945 to 1952. Msgr. McGinley, who is pastor of the church of the Holy Child, was given a plaque honoring his 50th anniversary as priest.

"In considering the total picture of private colleges in the years ahead," Simpson told the convocation of 400 students and faculty, "it may be entirely consistent for churches to reconsider their obligations to church-sponsored colleges and universities, with a thought to increasing their appropriations substantially.

"The church-related college such as La Salle, which receives no church support, must appreciably increase its endowment from other than church sources in order to progress in the future," he continued. He also called for smaller colleges to lead the way in personalized counseling for students and in fostering the humanities. "The smaller college," he said, "is in a favorable position to offer effective educational and personal counseling. We hear more and more these days about the inability of the large public high school, and the large university, to furnish proper guidance to the individual pupil in the shaping of his educational program, as well as the charting of his future."

"At a time when the humanities are fighting what appears to many to be a losing battle in higher education," Simpson asserted, "church colleges can not only effectively serve their own purposes by stressing this concept, but they can also become citadels of the humanities—effective champions of the humanistic view of life!"

ROTC Awards

THREE LA SALLE juniors are among the 600 college students chosen nationally to receive the first two-year Reserve Officer Training Corps scholarships ever given by the Army.

The recipients are Thomas J. Conner, Anthony J. Le Storti, and Paul E. Miehle.

Le Storti and Miehle are enrolled in the school of arts and sciences, while Conner is a business administration student. Each has completed two years of ROTC training at the college.

The scholarship pays for tuition, texts and fees, plus an allowance of \$50 per month for the duration of the awards. Col. Jack C. Maldonado, USA, professor of military science, nominated the recipients on the basis of their academic and extracurricular records, ROTC performance, scores on an ROTC qualification test, physical qualifications, and interviews by Army officers and faculty members.

Brother Daniel Named

PHILADELPHIA MAYOR James H. J. Tate this summer named Brother Daniel Bernian, F.S.C., president of the college, to two city educational advisory bodies.

Brother Daniel was appointed to a 13-member panel, which was selected to appoint new members to the city's Board of Education, and later was named to succeed Dr. Althea Hottle, of Bryn Mawr, as chairman of the Mayor's Commission on Higher Education.

The President is also a member of Gov. William Scranton's Commission for a Master Plan for Higher Education and the Mayor's Committee on the Philadelphia Community College.

New Chaplain Named

THE REV. Regis W. Ryan, O.P., this fall becomes the College Chaplain, succeeding the Rev. Mark Heath, O.P., who had been chaplain since 1952.

Father Heath will remain a member of La Salle's theology department, with special emphasis devoted to increasing the scope of the college's graduate program in religion.

Father Ryan, who holds degrees from Providence College and the Pontifical Institute in Rome, previously served as chaplain at the Canterbury School in New Milford, Conn. He has also taught at Aquinas College, Grand Rapids, Mich., and pursued advanced studies at Laval University, Quebec.

Fulbright Scholar

DONALD J. RAINEY, a La Salle senior, has received a scholarship under the Fulbright Exchange program, during the 1965-66 academic year.

Rainey, a German language major at La Salle, will pursue studies in German languages and literature at the University of Göttingen.

His project for the grant, which is one

of six given annually by the West German government under the auspices of the Fulbright program, will be "the resistance writers opposing the National Socialist Party between 1930 and 1945."

Record Graduate Awards

SOME 75 MEMBERS of the class of 1965 have received scholarships, fellowships and assistantships for graduate studies at major U.S. universities, the college's counseling center announced this summer.

The graduate awards, believed to be the largest number in La Salle's history, include a Woodrow Wilson Foundation winner, Francis J. Breslin; a Fulbright recipient, Donald J. Rainey; several National Defense Education Act awards and three Danforth Foundation and Wilson honorable mentions.

The majority of the recipients, many of whom received multiple awards, won grants given by graduate schools to those with outstanding academic records as undergraduates.

Many others in the class, the center stressed, will attend graduate schools under their own resources.

Distaff Degrees

WIVES OF 157 La Salle College day and evening division seniors received "Ph.T."—Putting Him Through—degrees at La Salle's 12th annual Ph.T. ceremonies this spring.

Catherine M. Rowland, mother of six children whose husband, Robert, teaches in La Salle's evening division and is chairman of the education department at Chestnut Hill College, received the annual special Ph.T. "with distinction" at the event, which recognizes the wife's assistance in her husband's pursuit of a bachelor's degree.



Brother Daniel presents Ph.T. degrees.



MUSIC THEATRE '65 production of "Camelot" (left), with principals (from left) Cunningham, Cronin, Jo Ann Forte, and Bolsover, and (above) the late T. H. White, author of "The Once and Future King" source novel for the hit musical, during a talk at La Salle.

White's Journal, Music Theatre's 'Camelot'

THE FINAL entry in the journal of the late T. H. White, author of *The Once and Future King*—source for the hit musical "Camelot," includes the writer's impressions of a visit to La Salle in December 1963.

This summer, when the book (*America at Last: The American Journal of T. H. White*) was published, the musical based upon his adaptation of the Arthur-

ian legend played to the largest audiences in the four-year history of La Salle's summer MUSIC THEATRE '65.

The Music Theatre, under the direction of Dan Rodden, founder and managing director of the unique college-sponsored venture, is concluding its fourth successful season on the campus stage, where "Brigadoon" continues through September 4. Performances are at 8:30 Tuesday

through Friday, 6 and 9:30 (two shows) Saturday, and 7 P.M. Sunday. No performance is given Monday.

Four alumni—Robert Bolsover, '58; John Carney, '58; Pat Cronin, '63, and Dennis Cunningham, '59—have principal roles in the two shows. Gerard Leach, '64, now a graduate student at Yale University, designed the sets and costumes for each show.

Campus Calendar

A conscientious compendium of events of significance to alumni, students, parents, and friends of La Salle.

Unless otherwise stated, events are held in the College Union Building. Exhibits open 9 A.M. - 9 P.M. Mon.-Thurs.; 9-5 Fri., 12-4 Sat. and Sun.

ALUMNI

HOMECOMING WEEKEND—The second annual Homecoming Weekend—featuring an Alumni Symposium, Stag Reunion, Signum Fidei Award Luncheon, alumni soccer match and a dinner dance—is planned for Oct. 1-2 (see Alum-News section for details).

DOWNTOWN LUNCHEON CLUB—Interesting speakers are the rule when the downtown executive-types gather for lunch and conversation at the Adelphia Hotel's restaurant at 12:30; Sept. 15, Oct. 20, Nov. 17.

ART

MARIE SMITH—An exhibit of oils by Miss Smith, a local artist; through Aug. 20.
OLD BERGAN ART GUILD—Twenty-four oils, watercolors, caseins and graphics by artists

of the Old Bergan Guild; to Aug. 22.

JOSEPH CAIN—A native Texan and another Old Bergan Guild member, displays his casein works; Sept. 1-23.

CHARLES ARCIER—Mr. Arcier, a painter and seaman, exhibits 35 semi-abstract paintings; Sept. 12-Oct. 4.

LESLIE FLIEGEL—Casein and polymer paintings by Mr. Fliegel, another Old Bergan artist; Oct. 1-22.

ALBERICO MONENA—Wood engravings by the Italian artist, who had his first U.S. exhibit this May; Nov. 1-19.

RUTH LEAF—Miss Leaf graphics are also provided by the Old Bergan Guild; Nov. 1-23.

HAKUSHI SOCIETY OF JAPAN—The Hakushi (White Knight) Society painters seek to liberate the artist's "feudal bonds"; Dec. 1-23.

PARENTS

PARENTS' DAY—The Guild and Associates introduce parents of new freshmen to the

campus; Sept. 12, 1 P.M.

FRESHMEN MOTHERS' TEA—The Guild welcomes the frosh mothers to their organization; Sept. 26, 1:30 P.M.

GENERAL MEMBERSHIP MEETING—The Guild and Associates hold separate meetings to plan the year's activities; Oct. 13, 8:00 P.M.

FASHION SHOW & CARD PARTY—The Guild holds its annual fashion and fortune fling; Nov. 20, 1 P.M.

THEATRE

MUSIC THEATRE '65—If your heart's in the Highlands (or even Havertown) there's no niftier bargain than Managing Director Dan Rodden's second Lerner and Loewe hit of the season, "Brigadoon," through Sept. 4 on the air conditioned Union theatre; performances 8:30 P.M. Tues. through Fri.; 6 and 9:30 P.M. (two shows) Sat., and 7 P.M. Sun.

ALUM-NEWS

'26

FRANCIS J. BRACELAND, M.D., psychiatrist-in-chief at the Institute of Living, Hartford, Conn., received an honorary Doctor of Letters degree at Jefferson Medical College's 1st commencement exercise this June. He also attended the 35th reunion of his Jefferson class.

'34

JOSEPH E. CROWLEY, civilian personnel director for the Fourth Naval District and member of the Evening division faculty, was cited by the United States Civil Service Commission for significant contributions to the Merit System and the furtherance of Personnel Management in the Federal Service.

'36

ALBERT J. CRAWFORD, JR., Esq. was recently elected president of the La Salle College Endowment Foundation.

'38

HARLES J. MCGLAIVE, a Du Pont Company area supervisor, was elected district Governor of the Lions Clubs of Florida at the state convention in Tampa.

'39

HAROLD METZ has been appointed vice-president, corporate personnel, for the American Bosch-Arma Corporation in Garden City, N.Y. JOHN J. STANTON, M.D., was elected president of the La Salle College Alumni Medical Society.

'43

WEN J. BREEN recently retired as a Navy captain and was appointed business manager of the new Community College of Philadelphia.



MOTHER E. AUSTIN

'55

MOTHER E. AUSTIN, F.S.C. (DONDERO), associate professor of psychology and recently appointed psychology department chairman, published his new book, *No Borrowed Light*, published this summer by Bruce Company. He has earned master's and Ph.D. degrees from the University of Pittsburgh and Catholic University.



THEODORE L. LOWE

'48

JAMES T. HARRIS is director of education and training for Corning Glass Works. He delivered the commencement address at Corning Community College, Corning, N.Y. in June. AUGUSTUS F. HAYDT died in June in the Sun-

bury, Pa., community hospital. THEODORE L. LOWE, associate professor of German at Holy Cross College, has been awarded the Medal of Merit First Class by Dr. Wilhelm Luebke, president of the Federal Republic of Germany.

'49

VINCENT F. CERCHIARA was appointed a member of the Greenburgh, N.Y. recreation commission. PETER J. KELLY received an MBA from Temple University in finance. WILLIAM LYNCH has been appointed Philadelphia zone manager for the Todd Division of the Burroughs Corporation. JOSEPH P. MOONEY received his Ph.D. in economics from the University of Pennsylvania.

'50

Lt. Col. FRANK A. BARTKUS, United States Public Health Service medical officer, died in an airplane accident on May 26. Rev. JOHN G. FALA was ordained to the priesthood in May. DENNIS O'CONNOR, director of pathology at St. Mary's Hospital in Ashland, Ky., recently presented a program on "Automation in Clinical Laboratories" at a central Ohio Valley meeting of the American Chemical Society.

'51

RALPH J. DESHAN received an MBA from Temple University in industrial management. FRANCIS J. WUEST, head of the psychology department at Lehigh University, was promoted to full professor.

'52

GERALD B. BALDINO has merged his Darby, Pa. real estate firm with Joseph Hallas, Jr., Inc. GREGORY C. DEMITRAS received his Ph.D. in Chemistry from the University of Pennsylvania. JOHN DISANGRO was honored as "Teacher of the Year" at Woodrow Wilson High School in Levittown, Pa. THOMAS J. HALLINAN, assistant professor of business administration at the University of Portland, received a scholarship to Santa Clara University.

'53

GEORGE V. BROWN received his master's degree from Temple University in business education. MICHAEL F. GOLDEN, M.D., is acting chief of psychiatry service in the V.A. hospital in Tuskegee, Ala. EUGENE P. HAGAN, M.D. was elected secretary of the La Salle College Alumni Medical Society. Dr. ROBERT L. WADLINGER will join the chemistry faculty at Niagara University this fall.

'54

WALTER E. ARRISON has been named assistant to the associate superintendent for school facilities of the school district of Philadelphia. ANDREW J. AUGUSTINE received his M.S. in education from the University of Pennsylvania. HUBERT D. YOLLIN was named assistant district attorney of Montgomery County, Pa. *Marriage:* ROBERT J. SCHAEFER to the former Celeste Wagner. *Birth:* To GEORGE MASON and wife Lois, their third child, second son, John Joseph.

'55

JAMES I. GILLESPIE is chairman of this year's Signum Fidei Selection Committee. JOHN H. KNOX received his master of education degree from the University of Delaware. JAMES J. MORRIS was promoted to vice president at Broad Street Trust Company. JOHN J. PATRICK received a master's degree in counseling

and guidance from Temple University. HENRY T. WILKENS has been appointed director of public relations at Shippensburg College. *Marriage:* GEORGE I. HAGGERTY to Stephanie Houch Toth.



JOHN A. BRENNAN, JR.

'56

JOHN A. BRENNAN, JR. was appointed comptroller of Trailer Train Company. JOSEPH N. MALONE, employee services superintendent at the Philadelphia Navy Yard, was recently elected vice president of the Philadelphia chapter of the National Association of Suggestions Systems. JOSEPH P. O'GRADY, assistant professor of history at the college, recently received his Ph.D. from the University of Pennsylvania.

'57

RONALD L. GENDASZEK was elected president of the Princeton (N.J.) Borough Teachers Association for 1956-66. JOHN J. SERRATORE received an MBA in Marketing from the University of Pennsylvania. He is employed by RCA and attended the University under a David Sarnoff fellowship.



T. C. ADDISON



B. MCCORMICK

'58

THOMAS C. ADDISON has been appointed administrative supervisor of the Owen-Illinois forest products division's Orlando, Fla. fibre can plant. JOSEPH D. GALLAGHER has been appointed a hospital representative for McNeil Laboratories in the Baltimore-Washington area. BERNARD MCCORMICK is now an associate editor of *Greater Philadelphia Magazine*. THOMAS M. MCLENIGAN received a master's degree in education administration from Temple University. FRED NOLLER, a history teacher at John F. Kennedy High School in Willingboro, N.J., has been awarded an academic fellowship grant by Illinois Institute of Technology at Chicago for 1965-66. The course leads to a master's degree in sociology. ROBERT E. LETULLE received a master of social work degree from the University of Pennsylvania. JOHN P. ROSSI received his Ph.D. in history, also from the University of Pennsylvania. *Marriages:* ELMER F. HANSEN, JR. to Eileen Held; EDWARD J. HEALY to Helen Powell Surrick.



REV. MARKOWSKI J. P. McLAUGHLIN

'59

BERNHARDT G. BLUMENTHAL, Ph.D., studied at the University of Tubingen this summer on a grant from the Germanistic Society of America. THOMAS A. GALLAGHER and THOMAS J. GRIMES received master's degrees in education from Temple University. JOSEPH E. KELLY has been promoted to sales manager of the Philadelphia plant of Oscar Mayer and Company. LOUIS J. LENDVAY received his M.S. in chemistry from the University of Pennsylvania. THOMAS N. MANNING received an MBA in marketing from Temple University. Rev. EDWARD M. MARKOWSKI, O.P., was ordained a priest of the Dominican Order in June by the Most Reverend William J. McDonald, Auxiliary Bishop of Washington, D.C. JOHN P. McLAUGHLIN, a state political reporter of the Trenton (N.J.) *Times*, received the 1965 County Press Award of the (N.J.) Association of Chosen Freeholders "for fair and impartial coverage of the county government scene." EDWARD J. SPANIER was awarded his Ph.D. in chemistry by the University of Pennsylvania. *Marriage*: GILBERT J. GUIM to Maureen Rawley. *Birth*: To JAMES F. STEHLI and wife Norma, their first son, James G.

'60

THOMAS BURKE will be an instructor in economics at Georgetown University this fall. J. ROGER DUNKLE received his Ph.D. in classical studies from the University of Pennsylvania. He is on the faculty at St. John's University, Jamaica, N.Y. Rev. ROY HARDIN has been assigned to the Camden (N.J.) diocese and is teaching in Cherry Hill. THOMAS HARTBERGER is now an accountant for the Strick Trailer Corp. CHRISTIAN B. KULCHYCKY, who has earned his master's degree in German literature at the University of Pennsylvania, is an assistant professor of German and English at the Philadelphia College of Textiles and Science. He is now a candidate for a Ph.D. in German at Penn. He and his wife have a son, Christian B., Jr. THOMAS SWARTZ received his Ph.D. in economics from the University of Indiana. He will be an assistant professor this year at the University of Notre Dame. JOSEPH E. REILLY received his master's degree in education from St. Joseph's College. JAMES W. WAGNER was promoted to assistant treasurer by the Broad Street Trust Company. JOHN J. NAPOLEON and CHARLES W. PINDZIAK received their Doctor of Osteopathy degrees from the Philadelphia College of Osteopathy. Napoleon will intern at Parkview Hospital, Philadelphia; Pindziak will intern at Cherry Hill (N.J.) Hospital. *Marriage*: JAMES P. WATERS to Eileen E. Beyer. *Birth*: To THOMAS J. MONCZEWSKI and wife Elaine, a son, Michael James.

'61

JAMES J. CONNOLLY received an MBA from Temple University in industrial management. EDWARD R. CORCORAN received his M.D. from Jefferson Medical College and will intern at Lankenau Hospital. ANTHONY W. DONOFRIO, Esq., was admitted to the Bar in Chester County, Pa. He received his LL.B.

from the Catholic University of America Law School. EUGENE A. DRAGANOSKY received his M.D. from Temple University and will intern at Germantown Hospital. ROBERT J. ELLIS received his M.D. from Temple University and will intern at the University of Minnesota Hospital in Minneapolis. PAUL E. GREXA received an M.S. in physics from the University of Rhode Island. JOSEPH GROSSO received his M.D. from Jefferson Medical College. JOHN B. KELLY has been promoted by Sealtest Foods to accounting supervisor for the firm's Baltimore district. STANLEY T. PRAISS received his D.D.S. from Temple University. He is now on active duty as a captain at Brooke Army Hospital. RICHARD M. SCHIEKEN received his M.D. from the University of Pennsylvania and is interning at Children's Hospital in Philadelphia. THOMAS J. SCHNEIDER received his M.D. from Jefferson Medical College. EUGENE R. VALENTINE received his M.D. from Temple University. He will serve his internship at the Pensacola (Fla.) Educational Program Hospital. ALEXANDER B. CHERNYK and FREDERICK G. UBERTI received their D.O. degrees from the Philadelphia College of Osteopathy. Chernyk will intern at Riverview Hospital in Norristown, Pa.; Uberti, at Grandview Hospital, Dayton, O. Navy Lt. (jg) WILSON ELLIOT is serving aboard a South Vietnamese patrol boat in Vietnam. *Marriages*: VINCENT P. ANDERSON to Veronica E. Makem; JOHN J. BRABAZON to Ann H. Beekman; EDWARD S. GRZYCZYNSKI to Arlene Loretta Cameron; THOMAS J. SCHNEIDER, M.D. to Loretta May Sherman. *Birth*: To MARTIN J. O'GARA and wife Maryanne, their second child, a daughter, Beth Anne.



JOHN B. KELLY

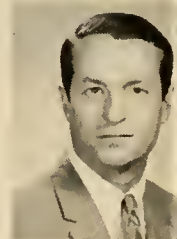
'62

ANTHONY P. BARATTA received his LL.B. from the University of Pennsylvania. JEROME M. CURRY received his M.A. in English from Lehigh University. RICHARD DEIGERT was accidentally killed in Korea in June. RONALD C. GILETTI is attending a seven week institute in Spanish at Iona College under an NDEA grant. He was recently elected president of the Sigma Phi Lambda alumni. THOMAS A. HENRY received an M.S. in biology from the University of Pennsylvania. ANTHONY C. MURDOCCA received a summer NDEA grant to study Spanish at Bucknell University. THOMAS C. ROSICA will pursue his master's in English this fall at Yale University. JOHN RICHARDSON is studying geology and astronomy this summer at Franklin and Marshall under a National Science Foundation grant. DON F. VANDERGRIFF received a bachelor of divinity from Seabury-Western Theological Seminary in Evanston, Ill. *Marriages*: RONALD T. BOLAND to Mary Grace Lackey; JULIAN R. MEISNER to Mary K. Slater in San Juan, Puerto Rico.

'63

JOSEPH T. ALTOPIEDI received a master's degree in social work from the University of Pennsylvania. STEPHEN W. COOK was promoted to first lieutenant in the Army's finance corps. JAMES M. JOYCE received an M.S. in physics from the University of Pennsylvania. RICHARD LAFFERTY received his master's degree in governmental administration

from the University of Pennsylvania. He is currently assistant township manager in Beretol Township, Pa. JOHN J. LEHANE has been named secretary and a director of the Roig Club of Conshohocken - Plymouth - Whitmarsh, Pa. DAVID J. LELLI has been promoted to first lieutenant in the Air Force at Dyess AFB, Tex. JAMES MCBREARTY received an M.A. in economics at the University of Illinois and had his assistantship renewed to continue his work for a doctorate. ALBA J. PALADINI has been appointed advertising manager of the *North Penn Chat*, a Philadelphia weekly newspaper. MICHAEL M. RICE received an M.S. in physics at Lehigh University. *Marriages*: LAWRENCE N. FARNER to Madeline C. De Luca; JOSEPH F. LARRIS to Anna Bono; DAVID J. SWANKOSKI to Barbara Szewczyk. *Birth*: To KENNETH SHAW and his wife, a son Kenneth III.



DAVID A. PARTRIDGE

WILLIAM R. DALEY received an M.A. in business and applied economics from the University of Pennsylvania. DAVID A. PARTRIDGE has been named director of public relations for the American College of Life Underwriters. FRANCIS J. STOREY has been appointed a special agent of the Federal Bureau of Investigation and is assigned to the Charlotte, N.C. field division. WILLIAM J. UHL won a fellowship in organosilicon chemistry at Duquesne University. *Marriage*: JOSEPH T. QUINN to Ruth Ann Netzel. *Birth*: To FRANCIS P. BRENNAN and wife Marie, a son, Francis.

'65

KENNETH M. COLLINS is training in Albuquerque, N.M. for a Peace Corps assignment in Colombia, South America. JOSEPH ROBERTSON received a scholarship from the Fulbright Institute to study governmental administration at the University of Pennsylvania's Wharton School. MICHAEL J. VALLILLO will study dentistry at the University of Maryland. LAWRENCE R. MONTGOMERY is training for Peace Corps service in Turkey, attending Robert College in Istanbul. *Marriages*: RICHARD R. ESPENSHIP to Marjorie Kreisman in Cleveland, Ohio; THOMAS GIBSON to Kathleen M. McGill; JOHN J. KRUMENACKER to Marianne A. Goebel; CHARLES J. MOON to Miriam Sprissler; JOSEPH J. McDONNELL to Claire E. Anderson; MICHAEL J. PALMITER to Anna Marie Rotondi; JAMES F. SAVAGE to Kathleen M. Wright; FRANCIS J. WALSH to Geraldine Niedziejko.

1965-66 ANNUAL FUND

James J. Kenyon, chairman of the Alumni Development Committee, announced that the Annual Fund 1965-66 will begin with the meeting of class chairmen, chapter chairmen and representatives of various alumni groups.

The program will start with a mailing to the general alumni in the later part of September. The personal solicitation of alumni by class agents will commence after Alumni Weekend activities.

ALUMNI WEEKEND

The second annual Alumni Homecoming Weekend will be held October 1 and 2, it was announced by alumni president, Daniel E. McGonigle, '57.

This year's committees, under the general chairmanship of John P. Lavin, '62, plan to follow the successful pattern of 1964.

The 24th annual Signum Fidei Medal presentation and the second annual Alumni Symposium will take place Saturday. William B. Ball, Esq., executive director and general counsel, Pennsylvania Catholic Welfare Committee, will receive the medal at a 1 P.M. luncheon. "Integrity, Censorship and the Arts" will be the topic at the morning symposium. Principal speakers will be Ernest Schier, *Evening Bulletin* drama critic, and F. Emmett Fitzpatrick, first assistant district attorney. A faculty panel will take part. James I. Gillespie, '55, chaired the Signum Fidei selection committee, while John Zaccaria, '54, is symposium chairman.

The Annual Stag Reunion again will open the Weekend on Friday night at 9 P.M. in the College Union. Beer and pretzels, sports films and reminiscing will be available at the usual \$3 admission charge. The popular Monte Carlo casino, inaugurated three years ago, again will be featured. Anthony Clark, '63, is chairman of the stag committee.

The Alumni Symposium will be offered Saturday. The topic and guest speakers will be announced shortly. John Zaccaria, '54, is chairman of this year's Symposium, which again will be sponsored by Alpha Epsilon.

Registration for the Symposium will be from 9:30 to 10 A.M., during which time coffee and donuts will be served. The Symposium will begin promptly at 10 A.M. and will end at approximately 12:30. The \$3 registration charge includes luncheon at 1 P.M.

Concluding the Weekend will be the Alumni Dinner-Dance in the College Union Ballroom on Saturday evening. Various groups, such as the College Union alumni and the alumni of Sigma Phi Lambda, are planning cocktail parties before the dinner. Others will find cocktails available at 7 P.M. in the Snack Bar. The dinner will start at 8 P.M. and will be followed by dancing. Joseph N. Malone, '56, will be chairman of the Dinner-Dance.

Arrangements will be made to accommodate out-of-town alumni.



1965 ANNIVERSARY REUNIONS totaled three this spring, including Class of '50 (top, from left) Thomas Walker, Robert Lodes, Cletus McBride, Joseph Waugh and Robert Valenti shown with alumni director James McDonald; Class of '55 (center, from left) Frank Noonan, Francis Donohoe, Thomas Gola, James Gillespie, David Smith, James McKenna and William Bergmann; Class of '60 (bottom) Thomas Corrigan (second from left) and the Rev. Roy Hardin (second from right).

PLIGHT



Brother Felician Patrick joined the La Salle staff as an assistant professor of English in 1960. He was named Honors Program Director in 1963. He holds degrees from Catholic University and the University of Pennsylvania.

OF THE HUMANITIES?

By BROTHER F. PATRICK, F.S.C., Ph.D.
Director, Honors Program

Many humanities scholars have contended that science has been 'deified' at the expense of the arts. Brother Patrick, in this companion piece to the EDITORIAL PROJECTS FOR EDUCATION supplement in this issue, questions the contentions as they apply to La Salle.

IN SENDING THIS special report along to the readers of LA SALLE, the editors have a dual purpose in mind: to alert the friends of the college to the national picture with regard to the humanities, and—in *this* article—to apply these generalities to La Salle. Several outstanding members of the science and business areas have been asked to react to the special report; their thoughtful responses have been worked into the fabric of the following paragraphs.

Three areas of reflection occur to mind upon reading the national special report, and will serve as the skeleton of the article. Two are somewhat negative in appearance, but necessary. One is that the "plight" of the humanities is not to be construed as a conflict between humanities and the physical sciences or vocational training areas of the curriculum. The second is that La Salle—with its specifically Catholic objectives—cannot offer the national report as if it were a perfect document. On a more positive plane, with the dual disclaimer out of the way, we shall survey some of the programs which the college has instituted to promote vitality in the area of the humanities.

In denying that there is a conflict between the sciences and humanities, the science people are really affirming the unity of human knowledge. As a corollary to this unity, science educators stress that a liberal education is a unified formation of a human person, that—as a consequence—the very real competition for funds and facilities does not in any way imply a conflict of the disciplines themselves.

Brother G. Nicholas, F.S.C., Ph.D., assistant professor of biology, puts the matter this way:

Rather than discuss further the plight of the humanities vis-a-vis science, I should like to emphasize that here is precisely the type of problem a liberal arts college such as La Salle can influence. The main task of the liberal arts college is to demonstrate the unity of knowledge; to present to its students the concept that the pursuit of wisdom is still basically a single enterprise. No greater disservice could be done to either science or humanities than to raise the level of one without concomitantly raising the level of all education.

Brother Nicholas proceeds to make an application of this general statement to his particular discipline . . .

The biologist recognizes perhaps more clearly than others that culture is the exclusive property

of man. To negate this culture is to negate the fundamental nature of man. Hence, the liberal arts college should utilize all its talents and facilities in developing students who possess an awareness of the role of culture in this society, and that no dichotomy should exist between the sciences and the humanities in a perfect society.

There has been such a tide of well-written defenses of the liberal arts in recent years, that such an undertaking in this context would probably be redundant. It is probably more useful, then, to profit by the cautionary note which Roland Holroyd, Ph.D., professor of biology, has seen fit to sound. Humanities persons take heed:

The humanities have not been the step-sisters of the sciences. They are blood relatives. Perhaps they have been the vain older sisters, filled with pride and the belief that they alone possessed the charism of culture. The sciences were of the earth earthy. Pride has gone before a fall. This falling away has been a continuing process of over fifty years.

About 1914 or thereabouts, college Greek was removed as a fixed requirement for the cultural A.B. degree. About twenty years later, the same fate befell Latin. Meanwhile, the majors in pure science were declared to be worthy of this desirable degree, rather than the B.S.—still another blow. The scientific "Cinderellas" were becoming more attractive.

The humanities are looking backward, filled with the pride of accomplishment, whereas the sciences are gazing hopefully ahead. Youth looks forward, impatient of the restrictions of the past. Seemingly the sciences are chafing under the burden of the humanities in the average college core curriculum. It should not be so because they are sisters, who complement one another . . . A training in the sciences alone is mere fact-suffering, however glowing may be its patina. A training in the humanities by themselves is a worshipping at the shrine of past glories. Together, they constitute true education . . .

From the dean of the business school comes an insight into the popular mind, one which can account for the widespread misunderstanding of the relationship between

Not 'step sisters,' but 'blood relatives'

the humanities and the physical sciences. Even though science men themselves see the unity of knowledge so clearly — as has been shown — Brother David Cassian, F.S.C., dean of Business Administration, points out that:

We are a people with a great obsession for security. Security as the term is now generally accepted must come from without and be subject to physical measurement. This obsession is drawing us as a nation to the material, the scientific.

The present conflict between the humanities and the practical must be, by its nature, one-sided. As long as any kind of score can be kept, the scientist has to win out over the humanist.

There is hope for the humanities in this area. The concept of security cannot be critically examined by the non-humanist. All he can do is measure, increase, decrease or refine it. To dig out, and define the realities of security is a task for which the humanist has fitted himself.

Conflict, then, in the sense of competition for the existing amount of aid, truly exists; but between the two areas of knowledge themselves there can only be mutual accord. We can readily see, at the present time, that there is little debate left. Everyone who gets into print at all agrees that there should be much more money for the humanities. Progress in this matter has been so rapid and so broadly based that supporting letters could hardly arrive in Washington in time to be of help. The legislation will have very likely passed without them.

The other possible area of conflict—the competition for students' time—is somewhat tangential to the main purpose of the special report and therefore of this article. The struggle is still quite real, with superior people planted very firmly at various points on the spectrum. We shall be talking "to" this phase of the problem when we get round to the third main part of this article, the vitalization of the humanities themselves. Surely, as Dr. Holroyd pointed out, the humanities must *earn* their share of the students' priceless time. As will be seen, they may be driven to such a renewal—where needed—by the happy problem of *using* aid when it is suddenly offered. If it be true that any conscientious teacher must daily answer for himself the question, "Why am I taking an hour of their time with this material?"—this will be doubly true when the teacher must justify the use of federal funds.

This latter consideration leads into the second major phase of the commentary on the special report, since

neither the science men nor the humanities people are unanimously enthusiastic about some of the report's sample projects. Some of those have a scholarly in-group aura to them, which would be hard to justify, even in the longest-range perspective, if competition for funds is involved. There are even some contradictions built into the section "A Million-dollar Project without a Million Dollars." After the refrain "more money" some problems are outlined which no amount of money can cure: "As modest in their talents as in their public position, our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing." Amazingly, the composers of the report strike a cause-effect relationship: "These are vices that stem from public indifference." Not, one must aver, the sort of reasoning that ought to open federal coffers.

Brother E. Mark, F.S.C., Ph.D., chairman of the physics department, devoted most of his commentary to similar observations:

There are several assertions made . . . which I find difficult to accept without considerable reservation. For example, "To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's best hope." What is meant by "to know the best in former times?" By and large, do we not judge the "best" in the light of contemporary experience and insight? Are there not times when we must discard the "best" and begin anew?

Brother also questions the implicit orientation to Western thought in the report.

Actually, one has to say that at several places in the special report, the "Commission on the Humanities"—blue ribbon or not—might well have quit while they were ahead. No sooner has the group made a cogent point, one designed to unlock treasure and spread it broadcast, than it goes on to undercut its entire line of reasoning, like the workman who cuts, with an electric hedge clipper, the cord which is feeding it power. In addition to the examples cited above, a pervasive realism and artificial detachment make it hard to see exactly what would be subsidized. True, for federal money, one minimizes the factor of that commitment to a particular philosophy which might cause a furor. There is a dilemma here, however, since in an atmosphere of total detachment it is hard

THE PLIGHT *of the* HUMANITIES





**A
SPECIAL
REPORT**

Amidst great
material well-being,
our culture stands in danger
of losing its very soul.



WITH the greatest economic prosperity
ever known by Man;
With scientific accomplishments
unparalleled in human history;

With a technology whose machines and methods
continually revolutionize our way of life:

We are neglecting, and stand in serious danger of
losing, our culture's very soul.

This is the considered judgment of men and women
at colleges and universities throughout the United
States—men and women whose life's work it is to
study our culture and its "soul." They are scholars
and teachers of the humanities: history, languages,
literature, the arts, philosophy, the history and com-
parison of law and religion. Their concern is Man
and men—today, tomorrow, throughout history.
Their scholarship and wisdom are devoted to assess-
ing where we humans are, in relation to where we
have come from—and where we may be going, in
light of where we are and have been.

Today, examining Western Man and men, many
of them are profoundly troubled by what they see:
an evident disregard, or at best a deep devaluation,
of the things that refine and dignify and give meaning
and heart to our humanity.

HOW IS IT NOW with us?" asks a group of
distinguished historians. Their answer: "Without
really intending it, we are on our way to becoming a
dehumanized society."

A group of specialists in Asian studies, reaching
essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists,
problem-solvers, inventors, would-be makers of bet-
ter mousetraps. . . . The humanities in the age of
super-science and super-technology have an increas-
ingly difficult struggle for existence."

"Soberly," reports a committee of the American
Historical Association, "we must say that in Ameri-
can society, for many generations past, the prevailing
concern has been for the conquest of nature, the pro-
duction of material goods, and the development of a
viable system of democratic government. Hence we
have stressed the sciences, the application of science
through engineering, and the application of engineer-
ing or quantitative methods to the economic and
political problems of a prospering republic."

The stress, the historians note, has become even more intense in recent years. Nuclear fission, the Communist threat, the upheavals in Africa and Asia, and the invasion of space have caused our concern with "practical" things to be "enormously reinforced."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-scientific aspects of human life:

"The result has often been that our social, moral, and aesthetic development lagged behind our material advance. . . .

"The state of the humanities today creates a crisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every section of our society, is best observed in our colleges and universities. As both mirrors and creators of our civilization's attitudes, the colleges and universities not only reflect what is happening throughout society, but often indicate what is likely to come.

Today, on many campuses, science and engineering are in the ascendancy. As if in consequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to command the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Scientists and engineers are likely to be given financial grants and contracts for their research—by government agencies, by foundations, by industry. Scholars in the humanities are likely to look in vain for such support.

Scientists and engineers are likely to find many of the best-qualified students clamoring to join their ranks. Those in the humanities, more often than not, must watch helplessly as the talent goes next door.

Scientists and engineers are likely to get new buildings, expensive equipment, well-stocked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physical facilities, often wind up with second-best.

Quite naturally, such conspicuous contrasts have created jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these conclusions:

1) The sciences and the humanities are in mortal

competition. As science thrives, the humanities must languish—and vice versa.

2) There are only so many physical facilities, so much money, and so much research and teaching equipment to go around. Science gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is cut back.

To others, both in science and in the humanities, such assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* science and the humanities. (Whether or not it will, they admit, is another question.)

A committee advising the President of the United States on the needs of science said in 1960:

" . . . We repudiate emphatically any notion that science research and scientific education are the only kinds of learning that matter to America. . . . Obviously a high civilization must not limit its efforts to science alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly activity. The advancement of science must not be accomplished by the impoverishment of anything else. . . ."

The Commission on the Humanities has said:

"Science is far more than a tool for adding to our security and comfort. It embraces in its broadest sense all efforts to achieve valid and coherent views of reality; as such, it extends the boundaries of experience and adds new dimensions to human character. If the interdependence of science and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of which is to deny the existence of differences between science and the humanities, some of which are due to a lack of communication but others of which come from deep-seated misgivings that the scholars in one vineyard may have about the work and philosophies of scholars in the other. Differences or no, however, there is little doubt that, if Americans should choose to give equal importance to both science and the humanities, there are enough material resources in the U.S. to endow both, amply.

THUS FAR, however, Americans have not so chosen. Our culture is the poorer for it.





the humanities' view:

Mankind
is nothing
without
individual
men.

"Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names."

DON CAMERON ALLEN



WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern?

What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

*What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.*

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

"... It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race."

Says Adlai Stevenson:

"To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization."

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

"1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

"2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"(3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"(4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"(5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.' "

The arguments are persuasive. But, aside from the

scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

IS THIS reason enough for educated Americans to give the humanities their urgently needed support?

☀ The humanities: "Our lives are

*"Upon the humanities depend the
national ethic and morality. . .*



the substance they are made of."

*... the national use of our
environment and our material accomplishments."*



*... the national aesthetic and
beauty or lack of it ...*



ROBERT PHILLIPS



“A million-dollar project without a million dollars”

THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. “Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important,” the Commission on the Humanities observes. A dean puts it bluntly: “The bright student, as well as a white rat, knows a reward when he sees one.”

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: “. . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences.”

More money would permit the establishment of new scholarships, fellowships, and loans to students.



More money would stimulate travel and hence strengthen research. “Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship,” say members of the Modern Language Association.

More money would finance the publication of long overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are “officially under way [but] face both scholarly and financial problems.” The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: “The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introductions.”



ROBERT PHILLIPS

THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

torical Association says, "our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference."

More money would enable some scholars, now engaged in "applied" research in order to get funds, to undertake "pure" research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. "The results are predictable," says a report of the Linguistics Society of America. "On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done."

More money would greatly stimulate work in archaeology. "The lessons of Man's past are humbling ones," Professor William Foxwell Albright, one of the world's leading Biblical archaeologists, has said. "They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind." But, reports the Archaeological Institute of America, "the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as \$5,000."

ons. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky's critical articles, and none of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion."

More money would enable historians to enter areas now covered only inadequately. "Additional, more substantial, or more immediate help," historians say, is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition "with its roots in ancient, classical, Christian, and medieval history"; and for "renewed emphasis on the history of Western Europe and America." "As modest in their talents as in their public position," a committee of the American His-

MORE MONEY: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than \$60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of \$1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo*: in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT is on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas

where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . .

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

*"Until they want to,
it won't be done."*



BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."



ROBERT PHILLIPS

Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being have the wisdom, the vision, and the determination to save our culture's very soul?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization

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People with an obsession for security

to pin down that justifying vitality we talked of. How is a man to teach philosophy in a lively manner if he doesn't care which system is true?

Just how the huge uncommitted university is to solve this dilemma is unclear, certainly in the special report and probably in the academic community at large. However, one partial solution to the commitment-detachment dilemma is ours: the "small" independent college that has an axe to grind and is proud of it. In addition to the now-familiar freedom of choice argument for aid to independent colleges, we are led to see the great need in our society for the kind of teaching that tries to adhere to truth, and that *cares* about truth enough to stay in business at a loss. This is not the same thing as that—often admirable—constant search for truth which will, by definition, never know whether it has arrived or not.

True, we need the committed college; but as taxpayers, do we care to subsidize the other fellow's brand of commitment? This horn of the dilemma is not dealt with, and this is still another shortcoming in the structure of the report, since it several times implies a link between perception of truth and right ways of acting. But it is still hard to pin it all down:

It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth . . .

Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead . . .

What, then, will we be ready to do at La Salle if we are suddenly offered humanities money? Let us briefly look at the broad problem of the "image" of the humanities on many campuses, and then survey La Salle's existing programs.

Humanities people have to live with a whole set of facts not dealt with in the special report of the Commission: the image of humanistic studies in the great practical world, an image often richly merited by individual dull teachers. "Made work" on completely artificial research topics, spadework for the teacher's own thesis, and a misguided effort to "scientize" subjects which don't really lend themselves to the scientific method properly so called, are among the bases for this image. Moreover, old-fashioned laziness has contributed to the problem. There are too many unread papers, easy-to-correct tests, and arbitrary marks in humanities courses. No one knows whether the

humanities harbor a significantly higher percentage of academic drones than do the physical sciences; but at any rate we are discussing the image.

So far as one can tell, across the nation, the humanities are in varying degrees of trouble in the competition for student time and energy. People who can actually *teach* such branches are in crucially short supply; and all too often the vacant places are filled by persons with all the credentials and no knack. In a humanities branch, one must go to some pains to insure that the students will look forward to the next class, to structure the hour in a way that will match the intrinsic appeal of all that apparatus in the science center. A core course that is dull, routine (last year's notes unrevised), unreal (the morality of duelling) and irrelevant does not deserve to infringe upon the famous "one more math course for the engineer, one more accounting course for the business major" that are trotted out in the report. A humanities teacher who reads the textbook to his students (even if he has taken the trouble to type it out in the form of "notes") should be neither subsidized nor even tolerated.

Every recent curricular development at La Salle shows a keen awareness of the vitalization problem. Several active programs, all of which need "more money," are in full cry. While they are not unique to La Salle, they all do have the stamp of meeting local problems, and are tintured by their immersion in the special compound of elements which are our college.

Very careful re-study of all core humanities requirements has been going on for about six years now, in two distinct waves, the first leading into the self-study recently completed, the second tied-in with the decennial visitation of the Middle States accrediting group. National trends clearly indicate that 120 credit hours will soon be the acceptable norm for graduation (132 is the current figure at La Salle). However, certain post-graduate curricula are exceedingly specific in the demands they make upon undergraduate institutions; and these demands are growing. The third force in this evident three-way squeeze is, clearly, the humanities core group. While one may readily say, "Make the credit hour mean more and call them all two-credit courses," it is not really all that simple. Meanwhile, the three-way squeeze causes all sorts of agonizing—but healthy—reappraisals, to which there appears to be no end.

To be more specific, let us list very concrete developments which, at La Salle, will help make the humanities yet more worthy of assistance.

The real need is not gimmickery

Sacred Theology, under the far-seeing leadership of its present chairman, has pursued a two-pronged course of self improvement. In the "first wave" of curricular revision, theology reduced its over-all requirement from 16 to 14 hours, but attained much greater effectiveness in its separate courses by shifting from two-credit to three-credit course structures, of one semester's duration. This revision made possible a concomitant increase in the ratio of full-time teachers to part-time teachers in the department. The gradual introduction of electives, looking toward the eventual establishment of a major serves still further to vitalize the program.

The other subject most closely tied to the college's reason for existing at all, philosophy, has undergone similar changes in its course structure. Perhaps more significantly from the "image" point of view, the slow-dying notion that philosophy is strait-jacketed into one form of Thomism is being well combatted by the increasing degree of student-teacher dialogue in formal and informal circumstances. The rapid increase in the demand for philosophy majors in such lay careers as the teaching of theology can be expected to stimulate interest, as will the constantly increasing openness to other systems of thought on the part of the teaching staff. A pioneer student will, during the coming year, study Eastern thought in Hawaii, returning for his senior year as a philosophy major at La Salle. For some years now, the upper division classes have been enlivened by the presence of returning students from La Salle in Europe. These men have experienced liberal education in the most complete sense of the term, and have been numerous enough to influence campus life considerably.

Modern language teachers, working within the existing departmental structure and stimulated by the growth of the honors program, have developed a comparative literature course during the past year and will team-teach it for the first time during the coming year. Members of the economics department are working a one-semester course of similar pattern, on the subject of the underdeveloped nations. An entirely independent seminar, interdisciplinary in character, has been given a trial run by a member of the history department, and will become a regular course offering this year.

Instances like the foregoing ones could be detailed for

all the humanities departments, all of which are, as stated, re-examining "one more time" the use they make of their slice of the curricular pie.

Honors Program courses, at all levels but especially in the later years, help the student to see the unity of knowledge, to which the contributors quoted earlier alluded continually. The harmony of specialization and liberal education can best emerge in such a setting.

For present purposes, suffice it to say that the honors program exists to challenge those who need challenging. Its two basic ingredients are special sections of required courses (using exclusively teachers from within the departments), and independent study courses for upper division students (using mainly visiting professors). As can be seen from the preceding instances, however, a rich growth of experimental formats and approaches—originating in the subject of departments—has come into being along with the additional qualitative stress.

What the honors program would like to see aided is the students, so that they could give genuine full time to their four years of intensive formation. And on the over-all picture, it is clear that virtually all improvements in the humanities courses are—or should be—costly. Better salaries, additional compensation, time for research and for curriculum development, library enrichment, all these things are implied in this survey.

Foundations of all kinds apparently have a strong aversion to the support of on-going operations. They like a terminal point; and they love novelty. But the more genuine need is not the gimmickry which such artificial standards are producing on every hand. Our college needs humanities foundation money for salaries and scholarships. True, we can always buy overhead projectors and jettison the wartime buildings; but in the long run we should try to meet *basic* needs.

Finally, La Salle can claim to be in the very front line in the currently vital issue of excellence in college teaching. Meaningful awards for distinguished teaching have been given for five years now; and the constant stress upon excellence in actual classroom procedure can be no news to anyone with a mail box on our campus. We can claim, especially in this regard, to merit federal foundation money; and we should not be reluctant to do so. ■ ■

La Salle Vignettes

John Ryan / *state of the union*

John A. Ryan, '51, is a quiet, rather intellectual person, not exactly the union leader archetype. But, as president of the Philadelphia Federation of Teachers, he is the spokesman for some 5,000 Philadelphia public school teachers, who in a recent election authorized the Federation as their official agents—supplanting the Philadelphia Teachers Association. The Federation represents all city teachers and professional personnel in bargaining for wages, welfare and working conditions. Ryan, 38, who this fall will become head of the history department at Lincoln High School, taught in the city's elementary schools until earning his master's degree from Temple in 1957 (he is now a doctoral candidate), when he joined the faculty at Edison High—a post he held until the election this spring. At La Salle, he was president of the Historical Society and a member of the International Relations Club. His association with the Federation began in 1954, when he was named to the executive board; he was elected president in 1963. In this summer's negotiations with the Board of Education, the Federation sought a \$1000 salary increase, new grievance procedures, smaller classes, and additional texts and visual aids for teaching. Ryan supports busing students "from crowded to under-utilized schools," but disdains transferring teachers "unless it's voluntary." Understandably, he favors increased taxes to improve public schools, and adds: "I think Catholic parents have to assume the responsibility of supporting public schools, whether we choose to use them or not." Ryan, his wife, and their five children (three of whom are enrolled in parochial schools), make their home in Northeast Philadelphia.



La Salle Vignettes

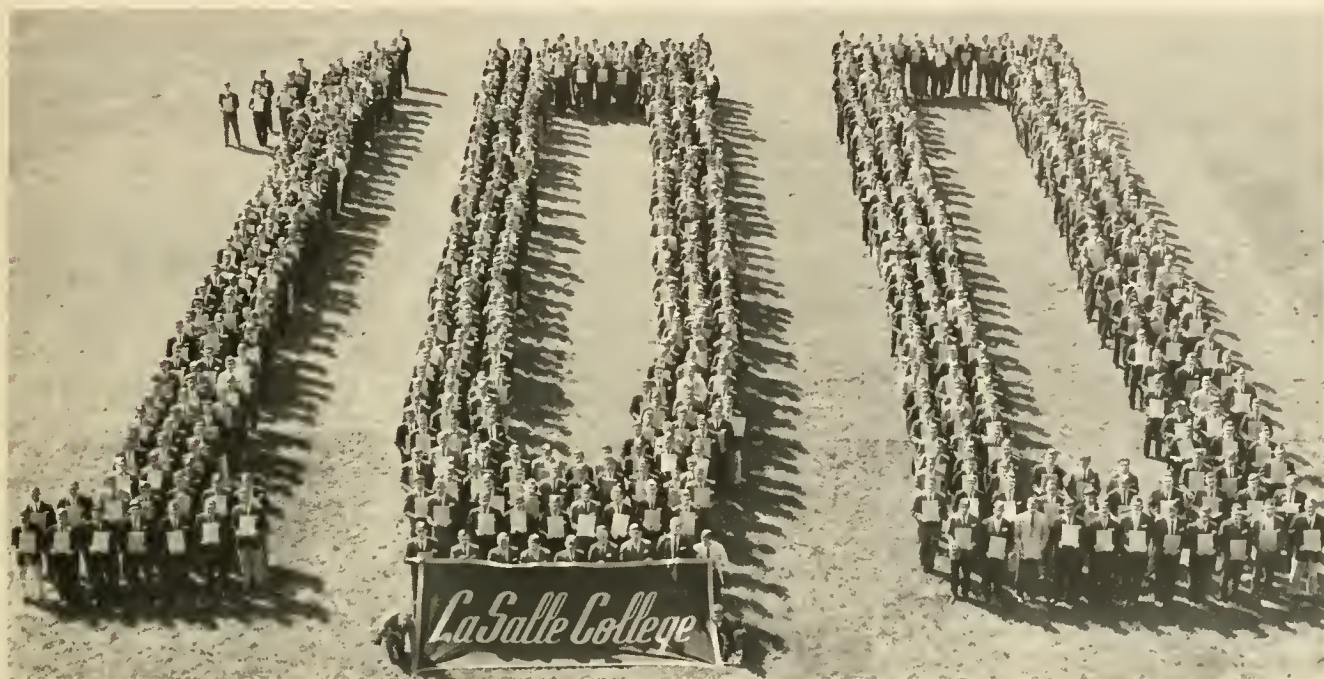
—continued

Tom Walsh / *'city' on the boardwalk*

In the good old doys, o horse-drawn carriage brought guests of Atlantic City's Chalfonte-Haddon Hall Hotel the several hundred yards from Chalfonte Cottage to the then-green timbers of the boardwalk. **Thomas J. Walsh, '35**, is sales manager of the mammoth ocean front hotel, which today is famous the world over as one of the lost "family hotels." This casts no aspersions upon the virtue of other hotels; rather, it indicates Chalfonte's philosophy that a hotel should be able to provide **all** of the services guests require (it has its own power plant, runs its own food services for 1800 guests). One of the largest hotels in the nation (1001 bedrooms, 35 meeting rooms), Chalfonte, according to Walsh, is o "self-contained city in itself—one of the unusual hotels in the country. It is often cited as an example for many phoses of operation." Founded 73 years ago by Quakers, drinking and smoking were frowned upon ot Chalfonte as recently as just before World War Two. Walsh, who entered the hotel business in Philadelphia in 1936, joined Leeds and Lippincott (owners of Chalfonte) after Army service during the War. As an undergraduate, he was an economics major, the editor of *The Collegian*, and an assistant to the Registrar (then Brother Emelion James). Despite much travel to solicit convention business, Walsh has been active in politics in South Jersey—he was elected a Freeholder in 1954 and has been a leader in the Democratic liberal movement. He, his wife, and their six children (three boys and as many girls), make their home in nearby Absecon, N.J.



La Salle Centenary Fund Report 1960—64



CAPITAL GIFT CAMPAIGNS

In the past quarter century La Salle College has conducted three capital gifts campaigns.

The first of these, the Diamond Jubilee Campaign was begun in August, 1937, during the tenure of Brother E. Anselm as President of La Salle College. Ward, Wells, and Drinkman Company was hired as campaign manager, and \$157,230.89 was realized by November 6, 1940, when the campaign account was closed out. Unique aspects of this campaign were parish level solicitation, the involvement of most, if not all, of the Christian Brothers in the solicitation effort, and the active assistance of His Eminence Denis Cardinal Dougherty, Archbishop of Philadelphia, who was honorary chairman and member of the Board of Managers of La Salle College.

The second capital gifts effort was sponsored by the La Salle Endowment Foundation in 1949. The Endowment Foundation had been founded in 1946 to help the Christian Brothers' Schools and under the direction of Joseph J. Schmitz, Jr., '20, Chairman of the Endowment Board, assisted La Salle College in furnishing Leonard Hall Lounge in 1947. In 1948 the Endowment Foundation secured the services of John Price Jones Company to plan

the Fund Raising Program to help finance the College Library, to be constructed in the early 1950's. A report of July 10, 1953, indicated cash received in the amount of \$163,944.00. Of this amount over \$100,000 had been contributed by Foundation members.

In January 1960 the La Salle Centenary Fund was officially begun. Cash receipts on December 31, 1964, the closing date of this most recent capital gifts effort were \$717,120.85.

The Board of Managers, Administration, faculty and students of La Salle are sincerely grateful for the participation of so many in the Centenary Fund.

We begin our second century in higher education with the confidence of an increasing base of financial support from the alumni and friends.

With your continuing help we can achieve our goals of—

- continued commitment to scholastic excellence;
- a sustained program of academic development;
- a curriculum suited to the needs of the time;
- a vital concern to serve the changing needs of the community and the nation.

"Private higher education in Pennsylvania and the nation faces a staggering financial burden.

We must redouble the effort of the recently concluded Centenary Fund program if La Salle College is to meet the challenge of the 1970's"

DAVID L. LAWRENCE
Chairman, La Salle Centenary Fund



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Arthur Andersen & Co.	Merck Company Foundation
Atlas Chemical Industries, Inc.	National Lead Foundation, Inc.
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Chicopee Mills Company	Pennsylvania Power & Light Co.
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H. Blake Hayman, M.D., '41, LL.D., last year received the first President's Medal, presented by Brother Daniel Bernian, F.S.C., president of the college. Brother Daniel expressed his appreciation for Dr. Hayman's gift to the college, the largest ever received from an alumnus, which "will enable us to purchase ground for a physical recreation building that will be dedicated to the memory of his parents . . ."

LA SALLE CENTENARY FUND

Report of Receipts
(Including Gifts of Kind)
December 31, 1964

		Number of Contributors
BUSINESS		
Corporations	\$178,967.67	69
Matching Gifts	<u>5,256.38</u>	26
	\$184,224.05	
COLLEGE ALUMNI	219,872.26	2,469
Special Gift	150,000.00	
FRIENDS	132,096.63	220
HIGH SCHOOL*		
Friends	2,220.00	5
Men of La Salle	17,127.70	88
Alumni	<u>3,834.45</u>	36
	23,182.15	
STUDENTS**	<u>7,745.76</u>	619
	<u>\$717,120.85</u>	<u>3,532</u>

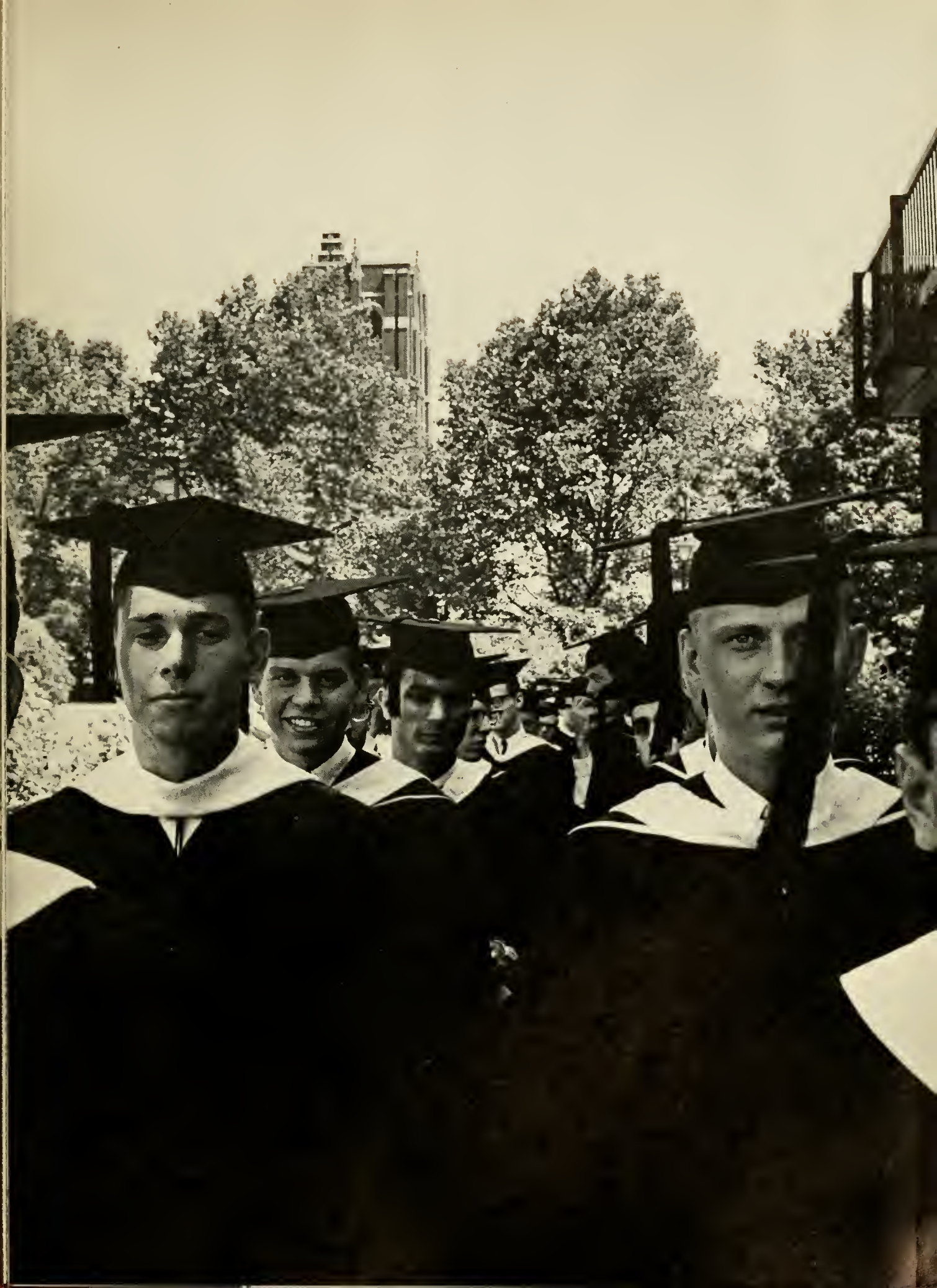
* No report available after June, 1961
** Includes only students as the writing of this report

DESIGNATION OF CONTRIBUTIONS

CHAPEL	\$ 21,381.25
COLLEGE GENERAL	382,821.55
PROPERTY PURCHASE	150,000.00
(Physical Recreation Bldg.)	
CLASSROOM BUILDING	7,464.92
COLLEGE UNION BUILDING	25,399.96
LIBRARY	4,220.61
RESIDENCE HALLS	1,677.25
SCIENCE CENTER	21,098.55
OTHER	29,066.90
GIFTS OF KIND	52,754.21
HIGH SCHOOL	21,235.65
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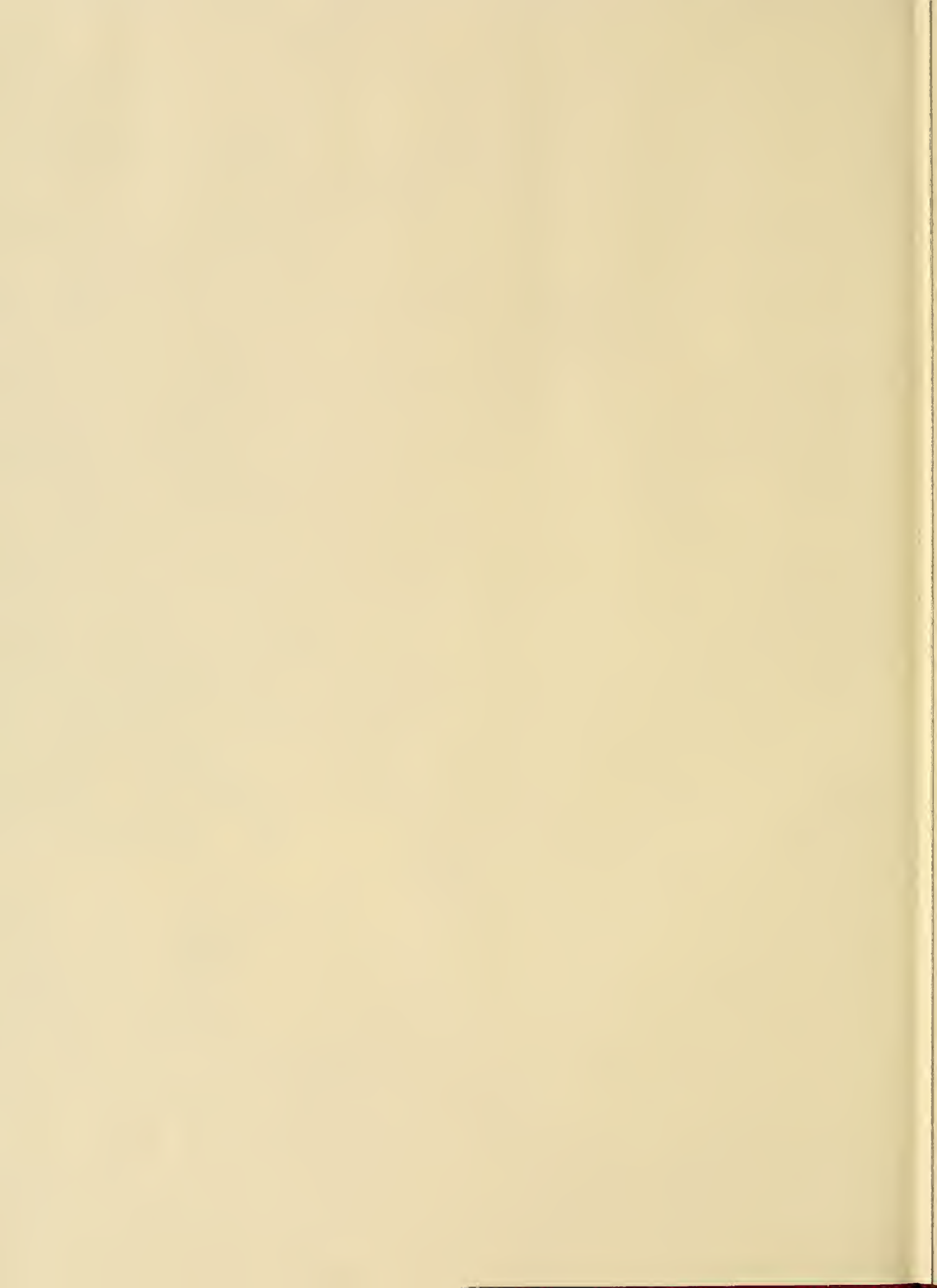
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